

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (HUM) - Foreign Languages

ECC: CHIN 1:Elementary Chinese I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of this course students will converse in Mandarin Chinese in a culturally appropriate manner about every day topics such as greetings, personal information, place and time.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 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 assessed will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Total of 46 students in two Chinese 1 classes participated in this SLO 1 assessment, 43 passed while 3 didn't, with a success rate of 93%. SLO 1 assesses oral (speaking and listening) skills in Mandarin Chinese. The success rate (93%) is higher than the expected rate (70%) and reflective of the students' achievement in the level-appropriate proficiency in oral Chinese. This current rate (93%) also consecutively exceeded the previous success rates of 90% (Spring 2018) and 86% (Spring 2017) on SLO 1 assessment.</p> <p>It is also noteworthy that the student participation has improved significantly to 46 students, which is 18% increase from 39 students in Spring 2018 and 48% increase from 31 students in Spring 2017 respectively. The improvement is largely attributed to the instructors' effort on rescheduling the classes and adjusting the lesson plans. (09/01/2019)</p> <p>% of Success for this SLO: 93</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Maintain the high success rate of 93%. (09/18/2020)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Maintain the high success rate by continuing to help students in oral practice.</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Total of 39 students participated in the SLO 1 assessment and 35 passed while 4 didn't, with a success rate of 90%. SLO 1 assesses oral (speaking and listening) skills in Mandarin Chinese. The success rate (90%) is higher than the expected rate (70%) and reflective of the students' achievement in the level-appropriate proficiency in oral Chinese. This current rate (90%) also exceeded the previous success rate (86%) in Spring 2017 on SLO 1.</p> <p>4 students (10% of the total) didn't pass due to the lack of the constant effort, or not enough participation in both classroom exercises and take-home assignments, especially their absence from some classes before the final week. (09/14/2018)</p> <p>% of Success for this SLO: 90 Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p>	<p>(09/20/2019) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 35 students from two Chinese 1 sections combined participated in this SLO 1 assessment. 30 out of 35 students passed this assessment while 5 didn't, with a success rate of 86%.</p> <p>SLO 1 assesses oral (speaking and listening) skills in Chinese. The success rate (86%) notably greater than the expected rate (70%), indicating that most students have achieved level-appropriate proficiency in Chinese oral skills. In comparison to the previous SLO assessment results, the success rate of 86% is not as high as 97% from a year ago although the enrollment improved from 31 up to 35.</p> <p>While most students consistently participated in the language exercises and met the SLO standard, there were 5 students who couldn't pass the assessment. Apparently they all missed a number of classes and didn't spend enough time afterwards to study and catch up. A further analysis on their failure also shows that at least one of those 5 students couldn't pronounce/read the Chinese text</p>	<p>Action: Continue to provide every student with more opportunities to practice reading, speaking and listening . (09/21/2018) Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>correctly. This is not because of his pronunciation problem but his inability of recognizing the Chinese characters. In other words, his failure in SLO 1 indirectly reflects his problem in SLO 3. One of those 5 students couldn't pass any of the three SLO assessments due to his excessive absence to class and missing homework. (08/23/2017)</p> <p>Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p>	
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Total of 31 students in two Chinese 1 sections participated in the SLO assessment. 30 out of 31 students assessed passed this SLO while 1 did not, with a success rate of 97%.</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (97%) notably exceeds the expected rate (70%), reflecting that most students have achieved level-appropriate proficiency in Chinese oral skills. The success rate (97%) is also higher than the previous SLO result (93%).</p> <p>Given that the enrollment declined in both Chinese 1 sections (total of 31 students) in comparison to previous assessment (Fall 2014, total of 43 students), instructors became able to help each individual student for intensive oral practice in smaller classes. (09/11/2016)</p> <p>Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p>	<p>Action: Continue to provide students with more opportunities to practice conversational Chinese and maintain the high success rate of 97%. (09/15/2017)</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>Total of 43 students in two Chinese 1 sections participated in the SLO assessment. 41 out of 43 students assessed passed this SLO while 2 did not, with a success rate of 93%.</p> <p>SLO #1 assess oral (speaking and listening) skills in Chinese. The success rate (93%) notably exceeds the expected rate (70%), reflecting that most students have achieved level-appropriate proficiency in Chinese oral skills. The success</p>	<p>Action: Maintain the high success rate of 93% by continuing to provide students with more opportunities to practice conversational Chinese. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>rate (93%) is also significantly higher than the previous SLO result (84%). (02/06/2015)</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 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Total of 44 students in two Chinese 1 sections participated in the SLO assessment. 37 out of 44 students assessed passed this SLO while 7 did not, with a success rate of 84%.</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (84%) notably exceeds the expected rate (70%), reflecting that most students have achieved level-appropriate proficiency in Chinese oral skills. (09/12/2014)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Xiaowen Wu</p>	<p>Action: Maintain the high success rate of 84% by continuing to provide students with more opportunities to practice conversational Chinese. (12/12/2014)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course, students will read, write/produce and comprehend a short paragraph, using simple sentences written in Chinese characters and the Pinyin Romanization system.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam emphasizing beginning level Chinese grammar and vocabulary.</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 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Total of 46 students participated in this SLO 2 assessment, 42 passed and 4 didn't, with a success rate of 91%. SLO 2 assesses the skills of reading and writing simple Chinese sentences employing level-appropriate grammar and vocabulary. The success rate of 91% is notably higher than expected rate of 70% and exceeded the previous success rate of 88% in Spring 2018, although not as high as 94% achieved in Spring 2017. Given that the students assessed increased from 40 (Spring 2018) and 35 (Spring 2017) up to current 46 respectively, it is encouraging to see continuing improvement in enrollment over past three years. (09/01/2019) (09/01/2019)</p> <p>% of Success for this SLO: 91</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p>	<p>Action: Continue with current teaching strategy to maintain the high success rate. (09/18/2020)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue current teaching strategies and help students in</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Standard Met? : Standard Met</p> <p>Total of 40 students participated in SLO 2 assessment. 35 out of 40 successfully passed while 5 didn't, with a success rate of 88%.</p> <p>SLO 2 assesses the skills of reading and writing simple Chinese sentences employing level-appropriate grammar and vocabulary. The success rate of 88% is notably higher than expected rate of 70%, although not as high as the previous success rate of 94% (Spring 2017).</p> <p>Among 5 students failed in this SLO 2, one missed some important classes including the SLO 1 assessment before coming to this SLO 2 assessment. Another one is a senior citizen who came to learn Chinese only for pleasure but was unable to spend enough time to study the vocabulary and the sentence structures as quickly as her younger classmates do. The other three were absent from several important class exercises due to their working schedule change and health condition. Nevertheless, the overall success rate is encouraging, and it is noteworthy that the students assessed increased from 35 (Spring 2017) to 40 (Spring 2018) showing the enrollment improvement. (09/14/2018)</p> <p>% of Success for this SLO: 88</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p>	<p>reading and writing practice emphasizing core sentence patterns. (09/20/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Total of 35 students participated in this SLO assessment. 33 out of 35 successfully passed the assessment while 2 didn't, with a success rate of 94%.</p> <p>SLO 2 assesses the skills of reading and writing simple Chinese sentences employing level-appropriate grammar and vocabulary. The success rate of 94% is notably higher than the expected rate of 70%. Most students appear to have achieved their proficiency in this category. This rate (94%) is similar to the previous SLO result (97%).</p>	<p>Action: Maintain the high success rate of 94% by continuing to help students in reading and writing practice emphasizing Chinese grammar and vocabulary. (09/21/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>(08/23/2017)</p> <p>Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Total of 31 students in two Chinese 1 sections participated in the SLO assessment. 30 out of 31 students assessed passed this SLO while 1 did not, with a success rate of 97%.</p> <p>SLO #2 assesses the skills of reading and writing simple Chinese sentences employing level-appropriate grammar and vocabulary. The success rate (97%) is notably higher than the expected rate (70%). Most students appear to have achieved their proficiency in this category. The success rate (97%) is also 6% higher than the previous SLO result (91%).</p> <p>See related analysis in SLO #1. (09/11/2016) Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Total of 43 students in two Chinese 1 sections participated in the SLO assessment 39 out of 43 students assessed passed this SLO while 4 did not, with a success rate of 91%.</p> <p>SLO #2 assesses the skills of reading and writing simple Chinese sentences employing level-appropriate grammar and vocabulary. The success rate (91%) is notable higher than the expected rate (70%). Most students appear to have achieved their proficiency in this category. The success rate (91%) is also significantly higher than the previous SLO result (84%). (02/06/2015) Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p>	<p>Action: Maintain the high success rate of 97% by continuing to help students in reading and writing practice, emphasizing Chinese grammar and vocabulary. (09/15/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain the high success rate of 91% by continuing to provide students with more opportunities to practice conversational Chinese. (12/11/2015) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain the high success rate of 84% in this SLO by</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Standard Met? : Standard Met</p> <p>Total of 44 students in two Chinese 1 sections participated in the SLO assessment. 37 out of 44 students assessed passed this SLO while 7 did not, with a success rate of 84%.</p> <p>SLO #2 assesses the skills of reading and writing simple Chinese sentences employing level-appropriate grammar and vocabulary. The success rate (84%) is notably higher than the expected rate (70%). Most students appear to have achieved their proficiency in this category. (09/12/2014)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Xiaowen Wu</p>	<p>continuing to help students in reading and writing practice, emphasizing Chinese grammar and vocabulary. (12/12/2014)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of this course students will recognize and pronounce 200 Chinese characters with appropriate tones.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Reading and writing component of final exam employing beginning level Chinese characters. (e.g. correctly forming Chinese characters, identifying radicals for Chinese characters, and reading and writing sentences in 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 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>All 46 students in two Chinese 1 classes participated in this SLO 3 assessment, 39 passed while 7 didn't, with a success rate of 85%. SLO 3 assesses the skills of reading and writing of the Chinese characters. The success rate of 85% exceeded the acceptable rate of 70%, and is slightly higher than the previous success rate of Spring 2017 (83%) and of Spring 2017 (83%). As seen in the SLO 1 and 2 assessments, the student participation in SLO 3 assessment also has improved significantly over past three years. In Spring 2018 and Spring 2017, 40 students and 35 students participated in assessment respectively, much less than the current number of 46 students.</p> <p>In comparison to the success rates of SLO 1 and 2, the relatively lower success rate (85%) of SLO 3 reflects the difficulty in study of the Chinese characters. SLO 3 sets the most challenging goal for students to reach compared to the goals for oral communication skill (SLO 1) and the skill of employing grammar and vocabulary (SLO 2). It usually takes longer time for students to get used to the characters. Even so, the 85% success rate is still encouraging. (09/01/2019)</p>	<p>Action: Continue the current teaching strategy and emphasize the practice on reading and writing the Chinese characters. (09/18/2020)</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: 85 Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met Total of 40 students participated in this SLO 3 assessment. 33 out of 40 passed while 7 didn't, with the success rate of 83%.</p> <p>SLO 3 assesses the skills of reading and writing of the Chinese characters. The success rate of 83% is notably higher than the acceptable rate of 70%, and the same as the previous success rate of 83% in SLO 3 (Spring 2017) while the students assessed increased from 35 (Spring 2017) to 40 (Spring 2018).</p> <p>Compared to the results of SLO 1 and 2, this SLO 3 is the hardest goal to reach due to the fact that learning the Chinese characters is the most challenging task to students when they come to the elementary Chinese course. Students usually improve the oral skills (SLO 1) and the skills in employing grammar and vocabulary (SLO 2) relatively faster than the skills in reading and writing of the Chinese characters (SLO 3). It is not a surprise to see that the success rate in SLO 3 is often a little lower than in SLO 1 and 2. (09/14/2018)</p> <p>% of Success for this SLO: 83 Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Total of 35 students in two Chinese 1 sections participated in this SLO 3 assessment. 29 out of 35 students assessed passed while 6 did not, with a success rate of 83%.</p> <p>SLO 3 assesses the skills of reading and writing of Chinese characters. The success rate (83%) is notably higher than the expected rate (70%). In comparison to the previous SLO</p>	<p>Action: Maintain current teaching strategies and emphasize the practice of reading and writing the Chinese characters. (09/20/2019) Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue the current teaching strategy and emphasizing the practice of reading and writing (including typing) the Chinese characters. (09/21/2018) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>assessment results, this success rate of 83% is not as high as 90% (2016) while the enrollment improved to current 35 from 31 (2016).</p> <p>Among all three SLO categories, this SLO 3 reflects the most challenging task to students given that the unique written symbols of the language are fundamentally different from all other foreign languages taught in our Foreign Languages Department. The students who cannot consistently participate in the exercises of reading and writing the Chinese characters may have significant difficulty in the SLO assessments—not only in SLO 3 but also in SLO 1 due to lack of required recognizing skill to read all the characters in SLO assessment. This is also the reason why the success rate of SLO 1 and 2 are relatively lower than that of SLO 2 in this assessment. Nevertheless, the success rate of 83% in SLO 3 is encouraging. (08/23/2017)</p> <p>Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total of 43 students in two Chinese 1 sections participated in the SLO assessment. 37 out of 43 students assessed passed this SLO while 6 did not, with a success rate of 86%.</p> <p>SLO 3 assesses the skills of reading and writing of Chinese characters. The success rate 86% is notably higher than the expected rate of 70%, and it also exceeds the Fall 2013 success rate (77%) by 9%. AS part of the action plan in the previous assessment report, the course curriculum has been reviewed and the lesson plan has been modified. The number of Chinese characters taught in the course has been moderately reduced from 250 to 220 for more effective learning. The reduced number of 220 is still "over 200", well in line with the course objectives. (Our comparison survey shows that many surrounding colleagues teach less Chinese characters than we do in their beginning Chinese courses, such as LACC, LBCC, as well as CSULB). The improved success rate reflects a significantly better outcome.</p>	<p>Action: Maintain the modified lesson plan and continue to emphasize the practice of reading and writing Chinese characters. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>(02/06/2015)</p> <p>Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Total of 31 students in two Chinese 1 sections participated in the SLO assessment. 28 out of 31 students assessed passed this SLO while 3 did not, with a success rate of 90%.</p> <p>SLO 3 assesses the skills of reading and writing of Chinese characters. The success rate (90%) is notably higher than the expected rate (70%), and it also exceeds the Fall 2014 success rate (86%) by 4%.</p> <p>Since instructors modified the teaching strategy in Spring 2014, the assessment results of SLO #3 have steadily improved for two consecutive years: The success rate of 77% in Fall 2013, 86% in Fall 2014 and 90% in Spring 2016. The latest success is partially attributed to the smaller class size in comparison to previous years. See related analysis in SLO #1. (02/06/2015)</p> <p>Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met Total of 44 students in two Chinese 1 sections participated in the SLO assessment. 34 out of 44 students assessed passed this SLO while 10 did not, with a success rate of 77%.</p> <p>The success rate (77%) of this SLO is higher than the expected rate (70%) but not as high as that of SLO #1 and SLO #2 - both rated 84%. This relatively lower success rate reflects the degree of difficulty in the study of Chinese characters in comparison to that of grammar, vocabulary and conversation. Given that most students have never learned any writing systems similar to Chinese characters, it is not surprising to see that students perform better on</p>	<p>Action: Maintain the current success rate of 90% by continuing the current teaching strategy and providing students with more opportunities to read and write the Chinese characters. (09/15/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: 1) Continue the current teaching strategy and emphasize the practice of reading and writing Chinese characters. (e.g. increasing assignments in reading and writing of the characters.)</p> <p>2) Discuss with the division curriculum committee a need to update and make a minor modification to the study requirements regarding Chinese characters. (12/12/2014) Action Category: Curriculum Changes</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

Chinese grammar, vocabulary (SLO #2) and conversation (SLO #1) than on the Chinese characters (SLO #3).

(09/12/2014)

Faculty Assessment Leader: David Shan

Faculty Contributing to Assessment: Xiaowen Wu

ECC: FREN 1:Elementary French 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 French 1.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 11/20/2013</p>	<p>Performance - Individual oral exam lasting 2-5 minutes based on a bank of questions.</p> <p>Standard and Target for Success: Students should achieve 70% pass rate.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Out of 59 students, 57 passed SLO1 and 2 failed. The pass rate for this SLO was 97%. This is an excellent pass rate most likely due to the fact that the classes were quite small this semester . The students were able to get more individualized attention and more individual time in the classroom producing language. Consequently, they did very well on the oral examination. This presents an argument in favor of smaller class size for language learning rather than the large size that has been the norm in our institution. (06/07/2018)</p> <p>% of Success for this SLO: 97</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Class, Prof McGuire and Chackshir</p>	<p>Action: Maintain (12/13/2019)</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>Out of 73 students that took the oral exam, 69 met SLO1 (pass rate of 94%). This is an excellent result not doubt due to our stressing oral work during class time throughout the semester. (01/17/2017)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Class, Prof Chakchir, Prof Villasenor and Dr. Berman</p>	<p>Action: Continue putting an emphasis on communication in class. (06/30/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Out of 130 students assessed, 113 met the standard and 17 did not meet the standard. That is a success rate of 86.92%. See attached document for discussion of results. (10/26/2015)</p> <p>Faculty Assessment Leader: Evelyne Berman</p> <p>Faculty Contributing to Assessment: Department wide assessment</p>	<p>Action: Maintain what was done. (10/26/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

Related Documents:

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

Semester and Year Assessment Conducted: 2014-15
(Spring 2015)

Standard Met? : Standard Met

Out of 65 students assessed, 55 met the standard and 10 did not. 84.6% of French 1 students met SLO 1 above expectations. These very good results are due constant oral practice in the classroom which will continue given the results yielded.

(05/13/2015)

Faculty Assessment Leader: Dr. Berman

Faculty Contributing to Assessment: Berman, Cummings, Caloia

Action: No action to be taken at this point. Program is exceeding expectations. (12/30/2016)

Action Category: Teaching Strategies

ECC: FREN 2:Elementary French 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 a culturally appropriate manner with French speakers about everyday topics such as discussing their future plans or relating something that happened in the past. Students will do so within the limits of vocabulary and structures appropriate to beginning French 2.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral exam in final exam.</p> <p>Standard and Target for Success: Students will achieve 70% success rate.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 15 students passed SLO1 yielding a pass rate of 100% . Because the classes were very small this semester, students had a chance to interact greatly and practised their speaking. Therefore, they did very well on this SLO. (06/07/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Class, Prof Vardazaryan</p>	<p>Action: Maintain results if possible (12/12/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: With 100% pass rate during the fall 2018 semester, results were maintained. Continual teaching and assessment improvements are responsible for ongoing success. (02/26/2019)</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>!8 students met SLO1 this semester and 2 did not yielding a pass rate of 90%. This is a very good result due to intense oral practice done in class throughout the semester. (01/17/2017)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Class</p>	<p>Action: Continue and maintain such good results. (06/30/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>41 out of 46 students met SLO1 in French 2 sections with a pass rate of 89%. This is an excellent result above our targeted success rate. The success rate is due to constant practice in the classroom. Such practice will continue given the results it yielded. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman Evelyne</p> <p>Faculty Contributing to Assessment: Professor Anne Cummings (taught both sections of French 2)</p>	<p>Action: Maintain such excellent results. (06/24/2015)</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 in two sections of French 2.Students were</p>	<p>Action: Maintain performance of students at such a high level. (06/11/2015)</p> <p>Action Category: Teaching</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

asked oral questions. 35 students out of 38 met the standard. Students appear to be quite competent and were able to use a variety of tenses. (see related document for further discussion). (09/02/2014)

Faculty Assessment Leader: Anne Cummings

Related Documents:

[French 2 Spring 2014 Assessment.doc](#)

Strategies

ECC: FREN 21:Beginning Conversational French

<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 understand simple spoken questions on everyday topics occurring in conversational situations such as meeting someone, making a phone call or describing one's day etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p> <p>Comments:: Not offered SP19</p>	<p>Exam/Test/Quiz - Assessed by oral examination and/or a 1-2 minute oral presentation.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>3 out of 4 students passed SLO1. The pass rate is 75%. Although this pass rate is lower than what could be expected in a conversation class; it can easily be explained by the fact that the student that failed did not show up frequently, did not do the required work and decided to take a trip in the middle of the semester. Given the small number of students in the class, one individual's failure is affecting the pass rate greatly and it overshadows the good work the other three students produced. (06/07/2018)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p>	<p>Action: Maintain but preferably improve to at least 80% pass rate (06/06/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>8 out of 8 students (100% pass rate) met this SLO. Excellent results due to motivated students. (06/21/2017)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p>	<p>Action: Maintain (06/15/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>5 students out of 5 students (pass rate 100%) met SLO1. This is excellent and not surprising since students sign-in for conversation are usually very interested in practicing their French. (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. McGuire</p>	<p>Action: Maintain high level of achievement (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>In French 21. 14 out of 14 students met SLO1 and SLO2 (comprehension, expression and culture are all connected in</p>	<p>Action: Maintain results. (06/24/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>this assessment which targets SLO1 and 2 concurrently). The result is not surprising since students that take conversation have satisfied the French prerequisite and usually have decent language skills. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox is the instructor that taught our one section of French conversation 21 and 22.</p>	
	A		
<p>SLO #2 - Upon completion of this course students will answer orally in a cultural appropriate manner simple questions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p> <p>Comments:: Not offered SP19</p>	<p>Essay/Written Assignment - Assessed by oral examination and/or a 1-2 minute oral presentation.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>3 out of 4 students passed SLO1. The pass rate is 75%. Although this pass rate is lower that what could be expected in a conversation class; it can easily be explained by the fact that the student that failed did not show up frequently, did not do the required work and decided to take a trip in the middle of the semester. Given the small number of students in the class, one individual's failure is affecting the pass rate greatly and it overshadows the good work the other three students produced. [more] (06/07/2018)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>9 out of 9 met this SLO (100% pass rate). Students are motivated and did well. (06/21/2017)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>3 out of 5 students met SLO2. 2 students missed their presentation date and had serious reasons for doing so. Both were quite capable of meeting this SLO. (pass-rate: 100% 3out 3 students who did their presentation passed</p>	<p>Action: Maintain pass rate but try to improve to 80% (06/07/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain (06/08/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain results and encourage all students to be present to take the assessment. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>SLO 2) (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr McGuire</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>14 student out of 14 met SLO1 and SLO2 (comprehension, expressions and culture are all connected in this assessment which targets SLO1 and SLO2 concurrently.) The result is not surprising since students that take conversation have satisfied the French prerequisite and usually have decent language skills.</p> <p>[more]</p> <p>(06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox is the instructor that taught our one section of French conversation 21 and 22.</p>	<p>Action: maintain results (08/01/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 22:Intermediate Conversational French

<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 understand spoken questions on everyday topics as well as questions centered on culturally relevant issues in French/francophone societies such as French cinema, media and technology, Paris versus the provinces, etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p> <p>Comments:: Not offered SP19</p>	<p>Exam/Test/Quiz - Assessed by oral examination and/or a 2-3 minute oral presentation.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>4 out of 4 students met SLO1 yielding a 100% pass rate. The students were motivated and did good work. (06/07/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p>	<p>Action: Maintain (06/07/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>4 out of 4 students met Slo1. (Pass Rate=100%) Students are motivated and did well. They were all adadvanced French students. (06/21/2017)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p>	<p>Action: Continue to obtain such results (06/15/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>7 out of 7 students met SLO1. 100% pass rate. All students came into class at a high level, at ease with each other, ready and willing to engage in conversation. (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. McGuire</p>	<p>Action: Maintain success rate if possible (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>1 out of 1 student met SLO1 and SLO2 (comprehension, expression and culture SLO1 and 2 are intertwined in this assessment. This is not surprising since most people taking French 22 are either very interested in improving their fluency and have good language skills or they are thinking about majoring in French. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox</p>	<p>Action: Maintain (06/24/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this</p>	<p>Exam/Test/Quiz - Assessed by oral</p>	<p>Semester and Year Assessment Conducted: 2017-18</p>	<p>Action: Maintain (06/07/2019)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>course students will answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p> <p>Comments:: Not offered SP19</p>	<p>examination and/or a 2-3 minute oral presentation.</p>	<p>(Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>4 out of 4 students passed SLO2 (pass rate 100%). Students were motivated and spoke well. (06/07/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>4 out or 4 Students met this SLO. They were all advanced students of French. (06/21/2017)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof McGuire</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% pass rate for SLO2. All students came into class at a high level, at ease with each other, ready and willing to engage in conversation (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. McGuire</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>1 out of 1 student met SLO1 and SL02 (comprehension, expression and culture SLO1 and 2 are intertwined in this assessment. This is not surprising since most people taking French 22 are either very interested in improving their fluency and have good language skills or they are thinking about majoring in French. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox is the instructor who taught the French 21-22.</p>	<p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue to strive to maintain such a high pass rate (06/15/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain such results if possible (06/30/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain results (06/01/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 3:Intermediate French I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of a 2-3 paragraph cultural texts in French.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by reading paragraph and answering questions in final exam.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>9 students out of 9 (100% pass rate) passed SLO2 this semester. This Spring, I had a very small but solid and dedicated group. Reading comprehension was included in all examinations so students were well trained for the task. I am happy to report that we maintain our 100% pass rate for this SLO due to the quality of the students and of the program. (06/04/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr.Berman</p>	<p>Action: will be due to re-assess fall 2019 (06/04/2018)</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>13 students out of 13 met SLO2. (100% pass rate). In French 3, students are interested in the language. Furthermore, students practiced that skill in every exam since the beginning of the semester. (01/17/2017)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Berman</p>	<p>Action: Continue teaching methodology as is if the results maintain. (06/30/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>10 out of 10 students met SLO2 (100%) success rate. These are French 3 students. They are either French majors or thinking about becoming French majors or want to attain some fluency in the language. They tend to be good at the language and consequently were able to do well in a comprehension/expression exercise. This is also proof of the good teaching occurring throughout the French program yielding good results in second year. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Evelyne Berman</p>	<p>Action: Maintain such high results (01/24/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 4:Intermediate French 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 with some ease and fluency with French speakers in daily situations as well as cultural aspects of France and/or francophone countries such as French cinema, transportation and technology, education etc. Students will do so within the limits of vocabulary and structures appropriate to beginning French 4.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral exam in final exam.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>11 out of 11 French 4 students met SLO1 (pass rate 100%). This is very rewarding to see but also hardly surprising since most of these students have chosen to pursue their study of French. Some of them are French majors or have decided to minor in French and they have put a great deal of effort into it. Therefore, they speak quite well. (06/06/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr.Berman</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 15 met SLO1 (100% success rate). This was an excellent group. Therefore, their results were excellent. In general, French 4 students are often French majors or minors. They are invested in the study of the language and normally do well. This was a very strong group orally. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Evelyne Berman - there is only one section of French 4</p>	<p>Action: Maintain (06/10/2020)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain at high levels although 100% may not be what we will be able to accomplish with every group. (06/24/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: GERM 2:Elementary German 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 a culturally appropriate manner with German speakers about everyday topics such as discussing their future plans or relating something that happened in the past. Students will do so within the limits of vocabulary and structures appropriate to beginning German 2.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral portion in final exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>16 of 20 students (80%) passed this SLO. This is above the expected rate for success of 70%. Since the last assessment, we implemented a new text and I believe this has lead to the success here. The online student activity manual, for example, has exercises for students to record themselves and to converse with each other. This allows the instructor to give more individual attention to the speaking component, also in an environment where the student may feel more comfortable speaking. Please note the number of students enrolled compared to the previous several SLO assessments! This higher number of enrollments makes the success rate all that more satisfying. (09/13/2019)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>10 of 11 students (90.91%) passed this SLO. This is well above the expected rate for success of 70%. We are pleased that the actions suggested in the previous year seems to have worked. Part of this success has also to be attributed to the small class size. The one student that did not pass did not attend class regularly enough. (09/26/2017)</p> <p>Faculty Assessment Leader: Christopher M. Stevens</p> <p>Faculty Contributing to Assessment: Nicholas di Carlo</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>9 of 13 students passed the oral portion of the final exam for a 69% standard of success. This % was considerably below that of the previous year's cohort but, as I said in that SLO assessment, that class was perhaps the best group in</p>	<p>Action: Maintain current methods (09/13/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: No follow up necessary. (09/13/2019)</p> <hr/> <p>Action: Maintain current methodology. (02/13/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Assign more oral exercises in the online workbook for the instructor to evaluate and give feedback. Assign more in-class partner and group exercises where the students are talking amongst themselves and the instructor is</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>my 11 years at El Camino College. The % success rate from 2014 was 75%. In any event, I would like to raise this (2016) rate for the coming year. I believe the online workbook is working but will assign more oral exercises where they record their voices and I give feedback (from home). I think more partner/group activities in class may also be in order to raise this SLO success rate. (09/13/2016)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>going from group to group to give more personalized instruction. (01/10/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>13 of 13 students passed the oral portion of the final exam for a %100 standard of success. This was one of if not the best German 2 classes I've had in 11 years at El Camino. Very engaged, hard working group. Am hoping that the move to the online workbook a few years ago has contributed to this success. In it, students can do much more than what was possible with the hard copy, e.g. record their voices in the comfort of their homes for me to correct/give feedback on, work with others in the class orally and/or in written form from different locations and at any time, review textbook exercises that we did in class (with answers available in case they did not record them in class). (09/07/2015)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>Action: maintain current instructional methods (09/07/2015)</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>Of the 4 students evaluated, 3 (75%) met the standard. (09/12/2014)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>Action: Increase frequency of quizzes on speaking ability. (06/11/2015)</p> <p>Action Category: Curriculum Changes</p>
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of short articles in German.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-</p>	<p>Exam/Test/Quiz - Read a paragraph and answer question on final exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>20 of 20 students (100%) passed this SLO. This is well above the expected rate for success of 70%. Part of this success has to be attributed to the new textbook and accompanying online materials. There are more interesting texts and exercises to be had in these compared to the older</p>	<p>Action: Maintain current methods. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: No follow up necessary. (09/13/2019)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/20/2013		<p>materials. The new materials also have a video program and, I believe, students use the subtitles to help them understand them. So the videos boost their reading skills, too. Please note the number of students enrolled compared to the previous several SLO assessments! This higher number of enrollments makes the success rate all that more satisfying. (09/13/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>11 of 11 students (100%) passed this SLO. This is well above the expected rate for success of 70%. We are pleased that the actions suggested in the previous year seems to have worked. Part of this success has also to be attributed to the small class size. The students were given more real texts and more strategies for taking difficult texts apart. (09/26/2017)</p> <p>Faculty Assessment Leader: Christopher M. Stevens</p> <p>Faculty Contributing to Assessment: Nicholas di Carlo</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>11 of 13 students passed this SLO for a success rate of 85%. This was lower than the success rate of the previous year but, as stated then, that was perhaps the best group of students I have had in my 11 years at El Camino College. (09/13/2016)</p> <p>Faculty Assessment Leader: Chris Stevens</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>13 of 13 passed the reading portion of the exam. 100% of the students met the standard. This was one of if not the best German 2 classes I've had in 11 years at El Camino. Very engaged, hard working group. Am hoping that the move to the online workbook a few years ago has contributed to this success. (09/07/2015)</p>	<p>Action: Maintain current teaching methodology (02/13/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current instructional methods. (09/13/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: maintain current instructional methods (09/07/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		Faculty Assessment Leader: Chris Stevens Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Of the 4 students evaluated, 4 (100%) met the standard. (09/12/2014) Faculty Assessment Leader: Chris Stevens	Action: Maintain current instructional methods. (06/11/2015) Action Category: Teaching Strategies
SLO #3 - Upon completion of this course students will write a 1-2 paragraph composition in German about topics such as discussing their daily routine or describing a past event with the conversational past and/or the narrative past. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/20/2013	Exam/Test/Quiz - Write a short composition on final exam Standard and Target for Success: 70%	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 17 of 20 students (85%) passed this SLO. This is well above the expected rate for success of 70%. Part of this success, again, has to be attributed to the new materials. The textbook allows for more in class writing and since many of the online homework assignments are automatically graded, the instructor can assign more (and spend more time on correcting) writing assignments. Please note the number of students enrolled compared to the previous several SLO assessments! This higher number of enrollments makes the success rate all that more satisfying. (09/13/2019) % of Success for this SLO: 85 Faculty Assessment Leader: Christopher Stevens	Action: Maintain current methods. (09/13/2019) Action Category: Teaching Strategies Follow-Up: No follow up necessary. (09/13/2019)
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 10 of 11 students (90.91%) passed this SLO. This is well above the expected rate for success of 70%. We are pleased that the actions suggested in the previous year seems to have worked. Part of this success has also to be attributed to the small class size. The instructor focused more on writing toward the latter part of the term, had students write short stories and then elaborated on them. The one student that did not pass did not attend class regularly enough. (09/26/2017) Faculty Assessment Leader: Christopher M. Stevens Faculty Contributing to Assessment: Nicholas di Carlo	Action: maintain current teaching methodology (02/13/2018) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16	Action: Look for a better balance

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>(Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>12 of 13 students passed this SLO with a success rate of 92% which was higher than the projected standard. In this class I had students do more writing exercises than in the previous years. Perhaps this accounts for the lower than expected performance in SLO 1 since I spent more time on writing. I will try to find a better balance this coming spring. Each class is so different and it is difficult attending to the particular needs of each class. Still, the success rate for this SLO was excellent. (09/13/2016)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>between written and spoken work in class. (01/10/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15</p> <p>(Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>12 of 13 passed the written portion of the final exam. 92% met the standard. This was one of if not the best German 2 classes I've had in 11 years at El Camino. Very engaged, hard working group. Am hoping that the move to the online workbook a few years ago has contributed to this success. (09/07/2015)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>Action: maintain current instructional methods. (09/07/2015)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14</p> <p>(Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 4 students evaluated, 4 (100%) met the standard. (09/12/2014)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>Action: Maintain current instructional methods. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: ITAL 1:Elementary Italian I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of the course, successful students will converse in a culturally appropriate manner about everyday topics such as greetings and personal description.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Report is very similar to last year; 2 sessions combined Italian 1 6674 and Italian 6772 with a total of 25 students. All students succeeded and received 70% or more. The students were studious, all truly interested in learning the language. They were exposed to oral questions and oral communication in the target language throughout the semester. We practiced a lot of role playing situations , games and sing along songs. They had plenty of practice. The students that succeeded did their homework as assigned, went to the lab and used the material on Canvas. Students who dropped the class had to do for their busy schedule. I am recommending a 8 weeks class for languages classes (09/03/2019)</p> <p>% of Success for this SLO: 99</p> <p>Faculty Assessment Leader: Rossella Pescatori</p>	<p>Action: Instruction was very effective, having one class with 100% and the other one with 99% success rate. The main concern is the students' dropping. Both classes lost around 30% of their students from the beginning of the semester. It looks like that students became very busy toward the end, and drop the class (or classes) they thought were less important. I am suggesting to offer 8 weeks foreign languages classes, and eventually offer Italian 1 and 2 in the same semester. Many students would like a more intensive exposure to the language, and this will help also for students' retention. (09/03/2019)</p> <p>Action Category: Program/College Support</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>2 sessions combined Italian 1 6674 and Italian 6772 with a total of 22 students. All students succeeded and received 70% or more. The students were studious, all truly interested in learning the language. They were exposed to oral questions and oral communication in the target language throughout the semester. We practiced a lot of role playing situations , games and sing along songs. They had plenty of practice. The students that succeeded did their homework as assigned, went to the lab and used the material on Etudes. Compare to last year (Spring 2017) the Spring 2018 class for this section came to class every time we met, and I did not have as many absences as the year</p>	<p>Action: Keep adding interesting exercises, use videos and games that catch the student attention to keep them interested in the subject. Basically keep the students entertained and motivated by creating a variety of teaching tools. One that is very effective is Canvas, where I prepare reviewing videos on material covered in class as well as online exercises where they answer questions and record their answers. Keep preparing students to the SLO's by providing exercises</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>before. Therefore the quality of students was different from the prior year. (09/10/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Francesca Kemitich</p> <p>Faculty Contributing to Assessment: Rossella Pescatori</p>	<p>and practices that lead to the Final exam. Students to be tested throughout the semesters on the SLO's. Every test should contain an oral section so students already know what to expect on their final assessment. The oral section consists of oral questions to be answered as well as a listening exercise read by me and students answer questions. Curriculum Changes: . The curriculum is fine. I am able to cover everything and I have enough time to dedicate the last week and a half on the present perfect which is one of the hardest grammatical points for students. (09/10/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>2 sessions combined (Italian 1 6674 + Italian 1 6772) with a total of 34, 32 on 34 (94.12%) enrolled student met the assessment standard request. Relatively small classes, and the opportunity to talk/give feedback to each single student made possible to fulfill this SLO.</p> <p>Prof Kemitich said she " had a very good class this semester. It was a few students but the majority were very good. We did a lot of oral participation in class. Students worked on skits and asking each other questions. Basically a lot of practice and good students. Two students failed because they did not show up for their oral exam. "</p> <p>Prof. Pescatori said she organized many oral activities during the semester; in class students had to speak only in Italian. There were many oral presentations based on students' interests. Many of them are from Spanish heritage, and feel very comfortable to try to speak in Italian.</p>	<p>Action: It is important to continue to give an opportunity to practice the language to students. Structured activities in class and the help of the language lab are fundamental. (09/12/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Motivation and interest was very high, this is the main reason of the success.</p> <p>(09/12/2017)</p> <p>Faculty Assessment Leader: Rossella Pescatori Faculty Contributing to Assessment: Francesca Kemitich</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Combined sections 6772 and 6774: on a total of 28 students 27 were successful (96% of class). 1 did not meet the expectations. (4% of class). Success rate is 96% of students.</p> <p>The Oral exam consists of 10 oral questions asked individually to each student. I repeat the question a maximum of 3 times. It usually takes 5-8 min per students. Students must demonstrate to understand the question asked in the target language and be able to construct grammatically correct statements in Italian using the indicative mode tenses of present and present perfect of irregular and regular verbs; students must also demonstrate an acceptable pronunciation, use appropriate vocabulary and idiomatic expressions. Typical topics include questions related to food, culture, family, hobbies, Italian fashion and clothing as well as their everyday lifestyle and personal description.</p> <p>In a class of 13 students 10 students received 70% or more. I had a majority of seniors in my classroom and other working students. I had very studious students, all truly interested in learning the language. Compared to last year (Spring 2015) the Spring 2016 class for this section came to class every time we met, and I did not have as many absences as the year before. The quality of students was</p>	<p>Action: Some of the realistic actions for SLO 1 that I believe need to continue are to encourage students to speak more in the classroom, provide more oral practice during the semester. This can be done by speaking mostly in the target language and encourage them to speak in the target language. At the beginning of class I usually ask questions in Italian to each students (mostly based on the grammar point studied in the prior lecture). Students should be prepared to answer because they have done homework on it and also have reviewed clips on Etudes covering that specific grammatical point and vocabulary. It is also important for them to go to lab and do their lab work on a consisting basis. Also to listen Italian people speaking usually by assigning movies to watch at home. Regarding College support on keeping the Lab more open is for each professor to talk to the</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>different from the prior year. One students did not meet the standards for this slo had a lot of absences and 2 students failed because they did not show up for their final exam. Students that succeeded are the ones that completed all their homework, used the material provided on Etudes and came to class on a regular basis.</p> <p>In a class of 17 students all students received 70% or more. It was successful most likely because it was a morning class and students were not tired from work as in the evening class. I had very studious students, all truly interested in learning the language. The students that succeeded did their homework as assigned, went to the lab and used the material on Etudes. Compare to last year (Spring 2015) the Spring 2016 class for this section came to class every time we met, and I did not have as many absences as the year before. Therefore the quality of students was different from the prior year. (09/11/2016)</p> <p>Faculty Assessment Leader: Francesca Kemitch</p>	<p>person in charge of lab and take it from there. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Based on the data of SLO 1, the number of students who met "acceptable" were as follows:</p> <p>In section 6772 taught by Dr. Pescatori, the results were as follows: 15/15 students were acceptable.</p> <p>In section 6773 taught by Prof. Kemitch, the results were as follows: 15/20 students were acceptable.</p> <p>In section 6774 taught by Prof. Kemitch, the results were as follows: 11/13 students were acceptable.</p> <p>The combined results for Italian 1: 41/48 students, or 85%, met the expectations for SLO 1.</p> <p>Success rates for SLO 1 have been possible because we have been encouraging and will keep encouraging students to speak in class and go more frequently to lab where applicable (in the evening, lab is closed and most students work during the day) (09/08/2015)</p> <p>Faculty Assessment Leader: Francesca Kemitch</p>	<p>Action: Changes implemented as a result of the SLO 1 assessments and level discussions is to encourage students to speak in class and go more frequently to lab where applicable (in the evening, lab is closed and most students work during the day). In addition we will assign movies to watch at home or in class if time allows, so students can be up to date will everyday topics and then they can discuss them in class. (09/22/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Of the 29 students evaluated, 25 (86%) met the standard. (09/12/2014) Faculty Assessment Leader: Francesca Kemitch	Action: Maintain current instructional methods as this success rate is satisfactory. (06/11/2015) Action Category: Teaching Strategies
SLO #2 - Upon completion of the course, successful students will read and demonstrate comprehension of a short paragraph about other people, places or everyday topics. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/20/2013	Essay/Written Assignment - Read a paragraph and answer questions Standard and Target for Success: 70%	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met Combined sections 6772 and 6774 with a total of 25 students only 1 student didn't meet the 70% necessary to achieve this SLO. Students were exposed to the many texts, and also the new textbook offers more reading activities. (09/03/2019) % of Success for this SLO: 99 Faculty Assessment Leader: Rossella Pescatori	Action: Not much to change for teaching strategies. As already reported in the past : "Practice is the key. Students must be exposed to the target language, and guided to progressively read authentic texts. Students must be exposed to simple texts since the beginning of the course. Commercial ads, or audiovisual (reading and listening) are very important." Canvas is a wonderful tool. Texts and audiotexts can be uploaded and students can read and listen at the same time. (09/03/2019) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met The majority of students were Hispanic so reading comprehension was easy for them. I offered them real texts in the target language to read and elaborate. All were expose to reading comprehension throughout the semester. Students came to class on a regular basis, did their homework, practiced on Canvas and did a lot of practice in class and reading comprehension exercises with questions to be answered. They had practice reading and translating. (09/10/2018) % of Success for this SLO: 100 Faculty Assessment Leader: Francesca Kemitch	Action: teaching strategies keep students interested by using a variety of props and variation in teaching. Keep doing a lot of practice on reading and question answering in class and on Etudes. Keep providing practice tests for each test. Students to be tested on every test with a reading paragraph and and questions to be answered to test their reading comprehension. Therefore students have plenty of preparation prior to the prepared

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Faculty Contributing to Assessment: Rossella Pescatori</p>	<p>Final exam. Practice is very important and I will keep providing students with appropriate material.?</p> <p>Curriculum Changes: The curriculum works well with me. We changed books this semester. The new book offered many texts to be read</p> <p>Program/College: Keep lab open till later so evening students can practice (09/10/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Combined sections 6772 and 6774 : on a total of 34 students 31 were successful (91.18% of class). 1 did not meet the expectations other two didn't finish the class, didn't show up for the final testing. (09/12/2017)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <p>Faculty Contributing to Assessment: Francesca Kemitich</p>	<p>Action: Practice is the key. Students must be exposed to the target language, and guided to progressively read authentic texts. Students must be exposed to simple texts since the beginning of the course. Commercial ads, or audiovisual (reading and listening) are very important. Prof. Kemitich said: "Since the class was small this semester we had a lot of time to read and practice comprehension. The key word for success in this class is practice. Also the majority of the class was hispanic and did very well understanding what was written and applied themselves. Two students failed because they did not come to the Final exam." Prof. Pescatori reported that during the semester students had to read many "real" Italian texts taken from magazines,</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>newspapers, and selection of literature texts (adapted). Instructor assigned to read a (short) text every week. This helped a lot in order to acquire vocabulary and students developed their own reading strategies.</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Combined sections 6772 and 6774 : on a total of 29 students 25 were successful (86% of class). 4 did not meet the expectations (14% of class).</p> <p>The comprehension exam is based of two parts. The first is comprehension by listening. I read a passage in Italian (twice) and students must answer the questions asked on that specific paragraph. They must demonstrate to</p>	<p>(09/12/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Some realistic actions is to do more practice. More reading in the classroom; have students read on cultural events or famous locations in Italy. This can be done once in a while because of time management. But some consistency can be to have a reading comprehension section for each test and exam administered. To improve</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>understand what is said and answer appropriately. The second part of the comprehension test is comprehension by reading. Students read one or two paragraphs on a topic (for example food, people, everyday topics, people and fashion) and must answer some additional questions. Students must demonstrate to understand what is written and answer accordingly.</p> <p>Students that succeeded came to class on a regular basis, did their homework, practiced on Etudes and did a lot of practice in class and reading comprehension exercises with questions to be answered. The ones that failed hardly came to class and did not do their homework. The students that failed are the ones that miss class the most and failed to do their homework. Students were warned throughout the semester but didn't seem to take any action on their part. Students that did very well are the ones that practiced the most, used the material I provided on Etudes and completed all homework. (09/11/2016)</p> <p>Faculty Assessment Leader: Francesca Kemitch</p>	<p>students need to practice so it's important to provide enough material for them to read and answer questions. Excerpts from Italian newspapers can be useful and also links leading to the most popular Italian newspapers. Also testing students on particular readings in a competitive way during class games. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Based on the data of SLO 2, the number of students who met "acceptable" were as follows:</p> <p>In section 6772 taught by Dr. Pescatori, the results were as follows: 12/15 students were acceptable.</p> <p>In section 6773 taught by Prof. Kemitch, the results were as follows: 17/20 students were acceptable.</p> <p>In section 6774 taught by Prof. Kemitch, the results were as follows: 13/13 students were acceptable.</p> <p>The combined results for Italian I: 42/48 students, or 88%, met expectations for SLO 2.</p> <p>Success rates for SLO 2 have been possible because we have been providing and will keep providing students with assignments, activities and practice leading to the quizzes and exams. (09/08/2015)</p> <p>Faculty Assessment Leader: Francesca Kemitch</p>	<p>Action: Changes implemented as a result of the SLO 2 assessments and level discussions is to keep providing students with assignments, activities, and practice leading to the quizzes and exams. We will continue using the same practices to achieve the same high rate of success. In addition, to expect an higher improvement, prior to their tests and exams, students will test each other during a class competition, dividing the class in two groups, where they can score points if they answer correctly. (09/22/2016)</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: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 29 students evaluated, 23 (79%) met the standard. (09/12/2014)</p> <p>Faculty Assessment Leader: Francesca Kemitch</p>	<p>Action: This is a light dip in success from fall (84%), so faculty will monitor this SLO over the next year for an accurate assessment of students' mastery of this SLO. (06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 - Upon completion of the course, successful students will write a paragraph about themselves and everyday topics.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - Write a short composition</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Combined sections 6772 and 6774 : on a total of 25 students 24 were successful (99% of class). Classes were very successful. As already said for previous analysis: "Practice is the key; students succeeded because they were given many opportunities to write in the target language and they received prompt feedback. Other factors: Motivation (due to fun activities and interests) and class size. Class size were perfect! All the students had their individual feedback and great and friendly peer reviews. (09/03/2019)</p> <p>% of Success for this SLO: 99</p> <p>Faculty Assessment Leader: Rossella Pescatori</p>	<p>Action: As already remarked in the past, it is important to organize different writing activities in class. The instructor should guide the students to write in Italian during their first draft. It is recommended to have writing assignments first in class, then as a second or third draft at home. It is also important to organize activities based on students' interests (taking notes, write short letters, short essays). (09/03/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>We did a lot of pre-writing exercises in class. This is fundamental but enough if practice is not done at home. Students that were busy with their work did not have enough time to practice at home. Others were Spanish speaking and could not differ between Spanish and the target language therefore the compositions were in Spanish and no Italian. The most effective writers were the ones who succeeded throughout the semester and learned grammar properly, have always done their homework and have always come to class. (09/10/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Francesca Kemitch</p>	<p>Action: Teaching Strategies: Keep pushing students to come to class and do their practice exercises and compositions. Keep stressing to students the importance of vocabulary exercises and sentence structure exercises provided online. Keep providing students with take home compositions to be marked where wrong and do self correction. (09/10/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
-------------	-------------------------------	---------	---------

Faculty Contributing to Assessment: Rossella Pescatori

Semester and Year Assessment Conducted: 2016-17 (Spring 2017)

Standard Met? : Standard Met

Combined sections 6772 and 6774 : on a total of 34 students 30 were successful (88.24%% of class). 2 did not meet the expectations, 2 students didn't take the assignments so they could not be graded.

Classes were very successful. Practice was the key; students succeeded because they were given many opportunities to write in the target language and they received prompt feedback. Motivation (due to fun activities and interests) and class size made a big difference.

Prof Kemitch reported that "students succeeded because they were given many opportunities to write in the target language during the semester.and therefore they had a lot of practice. They had a composition at every quiz and during regular semester time. All students passed, some did better than others, and only two failed because they did not take their Final exam. "

Prof. Pescatori said that she "organized different writing activities in class. I guided my students to write in Italian.

Writing assignments were first in class, then at home.

There were writing activities based on students' interests (taking notes, write short letters, short essays). Motivation and interest was very high, this is the main reason of the success. The two students who didn't meet SLO 3 didn't complete all their assignments, and ignored the instructor's feedback. They said they didn't have time to study because their work. "

Action: So far Italian instructors did a great job for both Italian 1 sessions. It is important to continue to engage students to do activities that will improve their writing skills. Unfortunately some of them don't have a good grammar knowledge and also some basic elements need to be explained (ex. the difference between an adjective and a noun). Language lab is very important because there students can find extra resources. It is important to organize different writing activities in class, and guiding students and providing them with prompt feedbacks. (09/12/2017)

Action Category: Teaching Strategies

(09/12/2017)

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Assessment Leader: Rossella Pescatori Faculty Contributing to Assessment: Francesca Kemitch</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Combined sections 6772 and 6774: on a total of 29 students 23 were successful (79% of class). 6 did not meet the expectations (21% of class).</p> <p>The written exam consists of a typical composition, asking the students to talk about a past trip, where they went, what they did, what happened and so on. Students must demonstrate ability to write grammatically correct sentences in Italian and using both presented past tense. They must demonstrate their knowledge of vocabulary and idiomatic expressions.</p> <p>Exercise leading to the final exam were given throughout the semester and this prepared most of the students. The 3 students that didn't make had a lot of absences and did not complete their assignments. Practice is fundamental. The students that failed didn't complete their assignments on the lab or homework regarding writing essays. Practice is very important. Although I prepare students at every exam not all of them put enough effort to complete their task. (09/11/2016)</p> <p>Faculty Assessment Leader: Francesca Kemitch</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Based on the data of SLO 3, the number of students who met "acceptable" were as follows: In section 6772 taught by Dr. Pescatori, the results were as follows: 13/15 students were acceptable. In section 6773 taught by Prof. Kemitch, the results were as follows: 15/20 students were acceptable. In section 6774 taught by Prof. Kemitch, the results were as follows: 11/13 students were acceptable. The combined results for Italian 1: 39/48 students, or 81%, met the expectations for SLO 3.</p>	<p>Action: Some realistic teaching strategies would be to continue administering more compositions. This is something that needs to be done in a consistent basis. (09/11/2016) Action Category: Teaching Strategies</p> <hr/> <p>Action: Changes implemented as a results of the SLO 3 assessments and level discussions is to provide students with more written assignments such as additional compositions and perhaps written classes presentations in the target language. (09/22/2016) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

Success rates for SLO 3 have been possible because we have been providing and will keep providing students with written assignments. (09/08/2015)

Faculty Assessment Leader: Francesca Kemitch

Semester and Year Assessment Conducted: 2013-14 (Spring 2014)

Standard Met? : Standard Met

Of the 29 students evaluated, 22 (76%) met the standard. (09/12/2014)

Faculty Assessment Leader: Francesca Kemitch

Action: This is an improvement over fall of 2013 (58% success), which is good, but the faculty should still provide increased time instructing and practicing writing skills. (06/11/2015)

Action Category: Teaching Strategies

ECC: ITAL 2:Elementary Italian II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Converse in a culturally appropriate manner with native speakers about topics such as discussing their future plans or relating something that happened to them in the past.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2017-18 (Spring 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 11/20/2013</p> <p>Comments:: Per Rossella Pescatori's 6.05.2018 e-mail, ITAL 2 is planned to be taught only in Spring semesters. Not offered SP19</p>	<p>Exam/Test/Quiz - Oral exam; students are asked to answer 5 oral questions, and have a brief presentation (at least 2 minutes) about a topic of their interest. The ORAL PROFICIENCY RUBRIC is:</p> <p>5. Response makes perfect sense. It is fast, fluent, completely correct. It shows excellent Italian 2 vocabulary use and easy to understand pronunciation.</p> <p>4 Response makes sense. It is rather fast, fairly fluent and correct. It shows good Italian 2 vocabulary use and understandable pronunciation. There may be some minor errors in syntax.</p> <p>3. Response is still understandable. There is some awkwardness in vocabulary use and/or pronunciation. The content of the message remains understandable to a sympathetic native speaker but there are some serious errors in syntax.</p> <p>2. Response is hard to understand. There is poor vocabulary use and difficult to understand pronunciation. Speaker shows very little control over syntax.</p> <p>1. Response may not be understood by a sympathetic native speaker. There is very poor</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>7 of 8 students reached SLO 1. 1 student stop attending this class, therefore I could not evaluate this SLO for him. Therefore I had 100% success for SLO 1 in this class. Success is due to a small class and motivated students. This certainly helps to reach a great oral production on the target language taught. Class time was dedicated to a variety of oral exercises, between them singing along songs in a karaoke format. (06/07/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>12 of 12 met SLO 1 in Italian 2 with a passing rate of 100%. This is an excellent result above our target success rate. Standards were met for 100% because of the constant practice in speaking Italian in the classroom, and the individual attention given to each single student due to the small class size. (01/29/2016)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>100% of students (8/8) did pass this SLO. Students react very well to instruction and were well prepared. (12/11/2014)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <p>Faculty Contributing to Assessment: Rossella Pescatori</p>	<p>Action: It is important to keep students motivated and interested. Games, singing along songs, videos and cultural topics are a must in this class. (06/07/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: maintain the current practices, which are creating activities in class where students can practice spoken Italian. Class size -smaller number of students- makes the difference. Students can have more often individual feedback. (02/03/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: maintain the current practices -oral activities in class with immediate feedback, and extra practice at home using</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>vocabulary usage and pronunciation is very hard to understand. Speaker shows no control over syntax.</p> <p>Standard and Target for Success: 70% of students in all sections should pass SLO 1 reaching at least level 3 of oral proficiency.</p>		<p>audiofiles. (02/03/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: No action needed since 100% of the students reached SLO 1 (12/11/2014)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Read and demonstrate comprehension of short articles in Italian.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2017-18 (Spring 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 11/20/2013</p> <p>Comments:: Per Rossella Pescatori's 6.05.2018 e-mail, ITAL 2 is planned to be taught only in Spring semesters. Not offered SP19</p>	<p>Essay/Written Assignment - In the final exam, students need to read a text and answer to 5 questions related to its content.</p> <p>Standard and Target for Success: 70% of students an all sections should pass SLO 2 answering correctly at least 3 of the 5 questions.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met 7 of 8 students reached SLO 2. 1 student stop attending this class, therefore I could not evaluate this SLO for him. Therefore I had 100% success for SLO 2 in this class. A small class and motivated students made possible the 100% success in reaching SLO2. Students started reading authentic texts from online newspaper, and acquired vocabulary and expand their reading comprehension. In class time was dedicated to a discussion about the material read as homework. In class we read different types of texts that offer to the students also example to write (06/07/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met 12 of 12 met SLO 2 in Italian 2 with passing rate of 100%. This is an excellent result above our target success rate. Standards were met for 100% because of the constant practice in reading Italian texts in the classroom, and the individual attention given to each single student due to the small class size (01/29/2016)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met 100% (8/8) of the students did pass this SLO. Students can</p>	<p>Action: It is important to find the right reading material. This helps to stimulate students' curiosity and encourage them to read more. Students' motivation and interest are the keys for success. It always depends on the class group. (06/07/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: No action needed since 100% of the students reached SLO 2 (12/11/2014)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		read and understand Italian texts. (12/11/2014) Faculty Assessment Leader: Rossella Pescatori Faculty Contributing to Assessment: Rossella Pescatori	Strategies
<p>SLO #3 - Write related paragraphs about topics such as discussing their daily routine or describing a past event with the passato prossimo and/or the imperfetto.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2017-18 (Spring 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 11/20/2013</p> <p>Comments:: Per Rossella Pescatori's 6.05.2018 e-mail, ITAL 2 is planned to be taught only in Spring semesters. Not offered SP19</p>	<p>Exam/Test/Quiz - In the final exam, students need to write two paragraphs. Composition are corrected according to this WRITTEN PROFICIENCY RUBRIC.</p> <p>5. The composition / essay shows meaningful, appropriate and thorough use of Italian 2 vocabulary and structures.</p> <p>4. The composition / essay shows meaningful, and appropriate use of Italian 2 vocabulary and structures. The essay / composition has few errors in syntax and shows some awkwardness of written expression.</p> <p>3. The composition / essay is an appropriate writing sample using Italian 2 vocabulary and structures. However, the essay / composition shows some serious errors in syntax and strained expression.</p> <p>2. The composition / essay is not an appropriate writing sample for Italian 2. It shows very little control of syntax and very limited vocabulary.</p> <p>1. The composition / essay is not an appropriate writing sample for Italian 2. It shows no control over syntax and very few vocabulary resources. The reader is not able to</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>7 of 8 students reached SLO 3. 1 student stop attending this class, therefore I could not evaluate this SLO for him. Therefore I had 100% success for SLO 3 in this class. A small class and motivated students made possible the 100% success in reaching SLO3. We had pre-writing activities in class and writing activities at the lab. Students were asked to read aloud their writings to a classmate. Pier revisions helped a lot the process of writing. (06/07/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>10 of 12 met SLO 3 in Italian 2 with a passing rate of 83%. This is an excellent result above our target success rate. Standards were met for 83% because of the constant practice in writing Italian in the classroom, with pre-writing activities, and the individual attention given to each single student due to the small class size. The two students who did not pass were negligent in doing their writing assignments and the instructor could not correct or give feedback. (01/29/2016)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>100% of students (8/8) did pass this SLO. Students can write at least level 3 of the WRITTEN PROFICIENCY RUBRIC. (12/11/2014)</p> <p>Faculty Assessment Leader: Rossella Pescatori Faculty Contributing to Assessment: Rossella Pescatori</p>	<p>Action: It is important to have pre-writing activities in class and writing activities at the lab. Students are also asked to read aloud their writings to a classmate. Pier revisions help a lot the process of writing. With small classes it is easier to give very individual feedback to each single student at the right moment and time. (06/07/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: maintain the current practices, which are spending more time in class in writing, and having peer reviews. (02/03/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: No action needed since 100% of the students reached SLO</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

make much sense of the content presented.
Standard and Target for Success:
 70% of students in all sections should pass SLO 3 writing in Italian at least at level 3 of the written proficiency rubric.

3 (12/11/2014)
Action Category: Teaching Strategies

ECC: JAPA 2:Elementary Japanese II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of this course, successful students will converse in Standard Japanese to perform simple communicative tasks in social situations (e.g., make requests, state simple reasons/conjectures/plans, report speech) employing present/future and past tenses in both long (i.e., formal) and short (i.e., informal) speech style forms. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 2 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral component of final exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2019, with a total of 65 students assessed for SLO1: 59 of the students assessed had passed this SLO (6 did not), resulting in a 90.8% success rate.</p> <p>SLO1 basically covers the student's oral or conversational (speaking and listening) skills in the language. At the Japanese 2 level, students are required to employ and distinguish between two speech styles (i.e., formal/polite and informal/casual). Oral exercises practicing their forms and applications were heavily stressed in instruction, resulting in the high (90.8%) success rate. Still, the ability to produce and apply the appropriate one to speech appears to have proved difficult for some students, esp. for native speakers of a language (e.g., English) where speech style is not formally marked via verb/predicative conjugations. This likely resulted in the 9.2% of students unable to achieve success in this outcome skill. (09/12/2019)</p> <p>% of Success for this SLO: 90.8</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Sustain current success rates by continuing with present teaching strategies. (06/05/2020)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2018, with a total of 80 students assessed for SLO1: All 80 of the students had passed this SLO resulting in a 100% success rate.</p> <p>SLO1 basically covers the student's oral or conversational (speaking and listening) skills in the language. At the Japanese 2 level, students are required to employ and distinguish between two speech styles (i.e., formal/polite</p>	<p>Action: Sustain current success rates by continuing with present teaching strategies. (06/06/2019)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>and informal/casual). Oral exercises practicing their forms and applications were heavily stressed in instruction and most likely resulted in this complete (100%) success rate.</p> <p>Given that the enrollment in Japanese 2 has been improving the past two consecutive years and the number of students assessed for this SLO has increased to 80, up from 78 (Spring 2017) and 72 (Spring 2016) respectively in previous terms, this improved success rate (100%) is particularly noteworthy and encouraging. (09/14/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2017, with a total of 78 students assessed for SLO1: 74 out of the 78 students had passed this SLO while only 4 did not, with a high success rate of 95%.</p> <p>SLO1 basically covers the student's oral or conversational (speaking and listening) skills in the language. At the Japanese 2 level, students are required to employ and distinguish between two speech styles (i.e., formal/polite and informal/casual). Thus oral exercises practicing their forms and applications were heavily stressed in instruction and likely resulted in the high success rate.</p> <p>Given that the enrollment has improved for two consecutive years and the number of the students assessed for this SLO has increased to 78 from 72 (Spring 2016) and 67 (Spring 2015), this high success rate (95%) is encouraging and noteworthy. (08/27/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida, David Shan</p> <p>Faculty Contributing to Assessment: Nina Yoshida, David Shan, Yuki Minekawa</p>	<p>Action: Continue with present teaching strategies to sustain current success rates. (03/16/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p>	<p>Action: Continue with present teaching strategies to maintain</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2014, with a total of 78 students participating in the SLO assessments: 70 out of the 78 students had passed this SLO (8 did not), with a success rate of 89.74%.</p> <p>In terms of specific language skills, SLO#1 for Japanese 2 basically covers the student's oral or conversational (speaking and listening) skills in the language. Given that the success rate (89.74%) was notably higher than expected (70%), students appear to have achieved level-appropriate proficiency in their oral/conversation skills in the language by course's end. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, David Shan, Nina Yoshida</p>	<p>current success rates. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Previous SLO1 success rates met and exceeded in subsequent Spring 2015 assessments. (05/15/2015)</p>
	<p>Exam/Test/Quiz - Individually conducted oral exams (interview-format) of approx. 5-7 min. duration per student.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2016, with a total of 72 students assessed for SLO1: 70 out of the 72 students had passed this SLO (Only 2 did not), with an extremely high success rate of 97%.</p> <p>SLO1 basically covers the student's oral or conversational (speaking and listening) skills in the language. At the Japanese 2 level, students are required to employ and distinguish between two speech styles (i.e., formal/polite and informal/casual). Thus oral exercises practicing their forms and applications were heavily stressed in instruction and likely resulted in the high success rate. (05/05/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (06/08/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: By employing proposed action plan, targeted success rates achieved/sustained in Spring 2017 assessments. (06/08/2017)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2015, with a total of 67 students assessed for SLO1: 66 out of the 67 students had passed this SLO (Only 1 did not), with an extremely high success rate of 99%.</p>	<p>Action: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (09/05/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>SLO1 basically covers the student's oral or conversational (speaking and listening) skills in the language. At the Japanese 2 level, students are required to employ and distinguish between two speech styles (i.e., formal/polite and informal/casual). Thus oral exercises practicing their forms and applications were heavily stressed in instruction and likely resulted in the high success rate. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuka Kitazono, David Shan, Nina Yoshida</p>	
<p>SLO #2 - Upon completion of this course, successful students will read and write hiragana, katakana, and approx. 100 additional kanji characters and demonstrate comprehension of short (2-3 paragraph) prepared texts (e.g., informal letters, emails, brief reports, folktales) written in them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading component of final exam (e.g. 2-3 paragraph reading passage consisting of Hiragana, Katakana and approx. 40-50 learned Kanji, followed by reading comprehension questions.)</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2018, with 65 students assessed for SLO2: 59 out of the 65 students had passed this SLO while 6 did not, resulting in a success rate of 90.8%.</p> <p>SLO2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji). The resulting 90.8% success rate is notably higher than the (70%) expected and moreover exceeds the 80% success rate of the previous (Sp 2018) assessment. It was commented by one instructor that the majority of students who were unsuccessful appeared to have had problems with Kanji recognition/production. (09/12/2019)</p> <p>% of Success for this SLO: 90.8</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2018, with 80 students assessed for SLO2: 68 out of the 80 students had passed this SLO while 12 did not, resulting in a success rate of 85%.</p>	<p>Action: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (06/06/2019)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>SLO2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji). The resulting 85% success rate is notably higher than the (70%) expected; the majority of the 12% who were unsuccessful, however, appeared to have had problems with Kanji recognition/production.</p> <p>Class size (Two of the sections had enrollments of 34 and 31 students, respectively. One had only 15 students, i.e., less than half that of the other two). This factor appears to have had a notable impact in the success rates for this particular SLO, when viewed individually by section. (09/14/2018)</p> <p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2017, with 78 students assessed for SLO2: 70 out of the 78 students had passed this SLO while 10 did not, with a success rate of 90%.</p> <p>SLO2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji). The resulting 90% success rate is significantly higher than the (70%) expected; however the majority of the 10% who were unsuccessful appeared to have had problems with Kanji recognition/production.</p> <p>Given that the enrollment has improved for two consecutive years and the number of the students assessed for this SLO has increased to 78 from 72 (Spring 2016) and 67 (Spring 2015), this high success rate (90%) is encouraging and noteworthy. (08/27/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida, David Shan</p> <p>Faculty Contributing to Assessment: Nina Yoshida, David Shan, Yuki Minekawa</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16</p>	<p>Action: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (03/16/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with present</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>(Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2016, with 72 students assessed for SLO2: 65 out of the 72 students had passed this SLO (7 did not), with a success rate of 90%. SLO2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji).</p> <p>The resulting 90% success rate is significantly higher than the (70%) expected; however the majority of the 10% who were unsuccessful appeared to have had problems with Kanji recognition/production. (05/12/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>teaching strategies to sustain current success rates.</p> <p>Research resources that might aid/improve students' Kanji recognition/production. (06/08/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2015, with 68 students assessed for SLO2: 58 out of the 68 students had passed this SLO (10 did not), with a success rate of 85%.</p> <p>SLO2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji). The resulting 85% success rate is notably higher than the (70%) expected; however the majority of the 15% who were unsuccessful appeared to have had problems with Kanji recognition/production. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuka Kitazono, David Shan, Nina Yoshida</p>	<p>Action: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (09/05/2016)</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>There were 3 sections of Japanese 2 in Spring 2014, with a total of 78 students participating in the SLO assessments: 64 out of the 78 students had passed (8 did not), with a success rate of 82.05%</p>	<p>Action: Continue with present teaching strategies to maintain current success rates. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Previous success rates</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>In terms of specific language skills, SLO#2 for Japanese 2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji). Namely SLO#2 covers the student's level-appropriate written skills in the Japanese orthography at an "active" (writing/production) level on a word/character basis, but a "passive" (reading/recognition) one for brief text.</p> <p>Since written Japanese involves the use of 3 separate scripts (i.e., Hiragana, Katakana, and Kanji), the degree of difficulty in producing proper written Japanese is naturally greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it.</p> <p>Thus, the overall decrease in success rates from SLO 1 (89.7%)-->2 (82%)--> 3 (79.5%) 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 orthography. However, given that the success rate (82%) for SLO#2 was considerably higher than expected (70%), students appear to have achieved level-appropriate proficiency in their reading skills in the language by course's end.</p> <p>(09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: David Shan, Rebecca Ahn</p>	met in subsequent Spring 2015 assessments (05/15/2015)
<p>SLO #3 - Upon completion of this course, successful students will compose sentences and personal responses to questions, employing complex sentence structures as well as appropriate use of hiragana, katakana, and learned kanji.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring</p>	<p>Exam/Test/Quiz - Written component of final exam (e.g., 8-10 written personal responses in Japanese to oral/written questions that necessitate use of complex sentence structures.)</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2019, with 65 students assessed for SLO3: 56 out of the 65 students had passed this SLO while 9 did not, with a success rate of 86.2%.</p> <p>SLO3 basically covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary).</p>	<p>Action: As the resulting 86.2% success rate is noticeably lower than last year's (92.5%), more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so that students can practice and improve their writing skills. (06/05/2020)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/20/2013		<p>Students who were unsuccessful in SLO 3 seem to have difficulty recognizing and distinguishing between the various grammar patterns they were introduced to in the course. They also seemed unable to produce the appropriate verb/adjective conjugations required by these grammar patterns. (09/12/2019)</p> <p>% of Success for this SLO: 86.2</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2018, with 80 students assessed for SLO3: 74 out of the 80 students had passed this SLO while 6 did not, with a success rate of 92.5%.</p> <p>SLO3 basically covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary).</p> <p>Class size (Two of the sections had enrollments of 34 and 31 students, respectively; one had only 15, i.e., less than half the size of the other two). This factor appears to have had a marked impact in the success rates for this particular SLO, when viewed individually by section. (The instructor of the section with lesser students has noted their ability to organize class exercises and focus attention on individual student's needs, and help each to improve their language skills more effectively.) (09/14/2018)</p> <p>% of Success for this SLO: 92.5</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2017, with 78 students assessed for SLO3: 66 out of the 78 students had</p>	<p>Action: As the resulting 92.5% success rate is slightly lower than last year's (95%), more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so that students can practice, retain, and possibly improve their writing skills more. (06/06/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Although the resulting 85% success rate exceeds the last year rate (81%) , more writing exercises (e.g., in-class or as homework) should be assigned</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>passed this SLO while 12 did not, with a success rate of 85%.</p> <p>SLO3 basically covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary).</p> <p>Given that the enrollment has improved for two consecutive years and the number of the students assessed for this SLO has increased to 78 from 72 (Spring 2016) and 67 (Spring 2015), this success rate (85%) is encouraging and noteworthy. (08/27/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida, David Shan Faculty Contributing to Assessment: Nina Yoshida, David Shan, Yuki Minekawa</p>	<p>throughout the semester, so that students can practice, retain, and possibly improve their writing skills more. (03/16/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2016, with 72 students assessed for SLO3: 58 out of the 72 students had passed this SLO (14 did not), with a success rate of 81%. SLO3 basically covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary). (05/12/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Although the resulting 81% success rate notably exceeds the (70%) expected, more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so that students can practice, retain, and possibly improve their writing skills more. (06/08/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2014, with 68 students assessed for SLO3: 59 out of the 68 students had passed this SLO (9 did not), with a success rate of 87%.</p> <p>SLO3 basically covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary). Although the resulting 87% success rate is notably exceeds the (70%) expected, more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so</p>	<p>Action: Continue with present teaching strategies to sustain current success rates. Research resources that might aid/improve students' Kanji recognition/production. (09/07/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>that students can practice their writing skills more. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuka Kitazono, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met There were 3 sections of Japanese 2 in Spring 2014, with a total of 78 students participating in the SLO assessments: 62 out of the 78 students had passed (8 did not), with a success rate of 79.49%</p> <p>In terms of specific language skills, SLO#3 for Japanese 2 covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary). Basically, SLO#3 covers the student's written skills in the language at the "active" (writing/production) level. Since written Japanese involves the use of 3 separate scripts (i.e., Hiragana, Katakana, and Kanji), the degree of difficulty in producing proper written Japanese is naturally 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 (89.7%)-->2 (82%)--> 3 (79.5%) 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 orthography. However, given that the success rate (79.5%) for SLO#3 was higher than expected (70%), students appear to have achieved level-appropriate proficiency in their writing skills in the language by course's end. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, David Shan, Nina Yoshida</p>	<p>Action: Although the expected success rate of 70% was achieved/exceeded, since SLO 3 was the lowest (79.5%), more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so that students can practice their writing skills more. (06/11/2015) Action Category: Teaching Strategies Follow-Up: Previous SLO2 success rates met and exceeded in subsequent Spring 2015 assessments (05/15/2015)</p>

ECC: JAPA 25: Cultural Aspects of the Japanese Language

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of the course, successful students will identify the key concepts (e.g., religious, cultural, philosophical), incidents, and figures in Japan's socio-cultural history that have impacted the Japanese language, culture and arts.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Written exam consisting of 12-15 multiple-choice questions comprehensively assessing student's knowledge/identification of key concepts, incidents, and notable figures in Japan's socio-cultural history, as covered in course lectures/readings.</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 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>22 out of a total of 23 students assessed had passed this SLO (Only 1 did not), with a success rate of 95.7% The success rate (95.7%) was notably higher than the (70%) expected, indicating that the greater majority of students were successful in achieving this SLO by course's end. Assessment was administered at course's end as a supplementary quiz, separate from the final exam. Although it cumulatively assessed for all topics covered throughout the course, students who retained and reviewed their past quizzes/notes beforehand were well-prepared for, and performed well on this particular assessment. (09/12/2019)</p> <p>% of Success for this SLO: 95.7</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>20 out of a total of 22 students assessed had passed this SLO (2 did not), with a success rate of 90.9% The success rate (90.9%) was notably higher than the (70%) expected, indicating that the greater majority of students were successful in achieving this SLO by course's end. Assessment was administered at course's end as a supplementary quiz, separate from the final exam. Although it cumulatively assessed for all topics covered throughout the course, students who retained and reviewed their past quizzes/notes beforehand were well-prepared for, and performed well on this particular assessment. (09/14/2018)</p> <p>% of Success for this SLO: 90.9</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p>	<p>Action: Continue with current instructional methods and materials to maintain these success rates. Possibly incorporate assessment as a component of the course's (written) final exam. (06/04/2020)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current instructional methods and materials to maintain these success rates. Possibly incorporate assessment as a component of the course's (written) final exam. (06/05/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current instructional methods and</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Standard Met? : Standard Met</p> <p>15 out of a total of 18 students assessed had passed this SLO (3 did not), with a success rate of 83.3% The success rate (83.3%) was notably higher than the (70%) expected, indicating that the greater majority of students were successful in achieving this SLO by course's end. Assessment was administered at course's end as a supplementary quiz, separate from the final exam. Students who prepared well for this (extra) quiz in addition to the final, appear to have performed best on this particular assessment. (09/12/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>materials to maintain these success rates, but incorporate assessment as a component of the course's (written) final exam. (09/12/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>22 out of a total of 25 students assessed had passed this SLO (3 did not), with a success rate of 88%. The success rate (88%) was notably greater than the (70%) expected, indicating that a high majority of students were successful in achieving this SLO by course's end. Students who attended course lectures consistently and punctually appear to have performed best on this exam. (05/11/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>Action: Continue with current instructional methods and materials to maintain these success rates. Possibly add new questions to ensure assessment more comprehensively covers course topics. (06/07/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>21 out of a total of 25 students assessed had passed this SLO (4 did not), with a success rate of 84% The success rate (84%) was notably greater than the (70%) expected, indicating that a high majority of students were successful in achieving this SLO by course's end. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>Action: Continue with current instructional methods and materials to maintain these success rates. Possibly add new questions to ensure assessment more comprehensively covers course topics. (09/05/2016)</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>Action: Continue with current instructional methods and materials to maintain these</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>27 out of a total of 29 students assessed had passed this SLO (2 did not), with a success rate of 93.1%</p> <p>Given that the success rate (93.1%) was significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>success rates. Possibly add new questions to ensure that the assessment more comprehensively covers course topics. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of the course, successful students will describe and critically analyze a selected topic (e.g., annual events, work ethics, gender roles) on Japanese culture/society by comparing/contrasting it with their own.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 11/20/2013</p>	<p>Multiple Assessments - Written essay and oral presentation requiring students to describe and critically analyze a chosen topic on Japanese culture.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p> <p>Related Documents: Japn 25 SLO#2 Rubric Sp2014.pdf</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 18 out of the 23 total students assessed had passed this SLO, with a success rate of 78.3%. Although the success rate (78.3%) is higher than the expected (70%) , it is a significant drop from the 100% achieved in the previous (Sp 2018) assessment. Students tend to enjoy this course project/assessment, as it involves doing research on a topic of their choice and interest, then making a presentation about it to their classmates. However, a number of students appeared to have neglected to conduct their initial research based on reliable data/citable sources (e.g., books/articles placed on reserve in college library, online resources noted on course syllabus), likely resulting in the lower success rate. (09/12/2019) % of Success for this SLO: 78.3 Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>Action: Continue with current instructional methods and materials to maintain and possibly improve these success rates. As many students these days utilize online resources for conducting their research, it may be beneficial to devote additional (class) time to helping students discern between what constitutes “reliable/authentic” data & information (vs. what is not). (06/04/2020) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met All 22 out of the 22 total students assessed had passed this SLO, with a success rate of 100%. Students particularly enjoy this course project/assessment, as it involves doing research on a topic of their choice and interest, plus giving a presentation on it to their classmates. This likely resulted in the complete (100%) success rate. (09/14/2018)</p>	<p>Action: Continue with current instructional methods and materials to maintain these success rates. As many students these days utilize online resources for conducting their research, it may be beneficial to devote additional (class) time to helping students discern between what constitutes “reliable/authentic”</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>% of Success for this SLO: 100 Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>data & information (vs. what is not). (06/05/2019) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 14 out of total 15 students assessed had passed this SLO (only one did not), with a success rate of 93.3%. Because students were able to write their essays/give their oral presentations on a course-relevant topic of their own choosing (with instructor approval), they were highly interested in and motivated to be as successful as they were (i.e., 93.3%) on this particular assessment. Lower scores were mostly attributable to late submissions and formatting issues (e.g., citing references) in the (written) essays, rather than (oral) presentations. (09/12/2017) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>Action: Maintain current success rates by continuing to employ this assessment method. Students appear to more fully comprehend a Japanese cultural concept when it is compared with/contrasted against a familiar one in their own culture. Having it explained/presented to them by their peers/classmates also seems to better facilitate their understanding as well. (09/12/2017) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met All 25 out of the total 25 students assessed had passed this SLO, with a success rate of 100%. Because students were able to write their essays/give their oral presentations on a topic of their own choosing (with instructor approval) that they were much interested in, it seems they were highly motivated to be as successful as they were on this particular assessment. (05/11/2016) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>Action: Maintain current success rates by continuing to employ this assessment method. Students appear to more fully comprehend a Japanese cultural concept when it is compared with/contrasted against a familiar one in their own culture. Having it explained/presented to them by their peers/classmates also seems to better facilitate their understanding as well. (06/07/2017) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 27 out of a total of 29 students assessed had passed this</p>	<p>Action: Maintain current success rates by continuing to employ this assessment method. Students appear to more fully comprehend</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>SLO (2 did not), with a success rate of 93%. Given that the success rate (93%) was again significantly higher than expected (70%), nearly all students appear to have been highly successful in achieving this SLO by course's end. (09/07/2015) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa Related Documents: Japn 25 SLO2 Assmnt Rubric.pdf</p>	<p>a Japanese cultural concept when it is compared with/contrasted against a familiar one in their own culture. Having it explained/presented to them by their peers/classmates also seems to better facilitate their understanding as well. (09/05/2016) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 28 out of a total of 30 students assessed had passed this SLO (2 did not), with a success rate of 93%. Given that the success rate (93%) was again significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (09/12/2014) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa Related Documents: Japn 25 SLO2 Assmnt Rubric.pdf</p>	<p>Action: Maintain current success rates by continuing to employ this assessment method. Students appear to more fully comprehend a Japanese cultural concept when it is compared with/contrasted against a familiar one in their own culture. Having it explained/presented to them by their peers/classmates also seems to better facilitate their understanding as well. (06/11/2015) Action Category: Teaching Strategies</p>

ECC: JAPA 4:Intermediate Japanese II

<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 Standard Japanese in a culturally appropriate manner (e.g., using honorific/humble speech style and expressions) with Japanese speakers about cultural topics and social situations typical to life in Japan (e.g., annual events, shopping, education, paying formal visits). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 4 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral exams conducted in pairs, and of approx. 10 min. in duration. Each student in the pair was randomly assigned 6 out of 12 possible questions (in English), which they were each instructed to ask their partner in Japanese using the correct Honorific forms. The partner was to respond to these questions employing the correct Humble form.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>All 22 out of the 22 students assessed had passed this SLO, with a 100% success rate.</p> <p>At the Japanese 4 level, students are required to employ and distinguish between 3 speech styles (i.e., honorific/humble, formal/polite and informal/casual). Oral exercises practicing their forms and applications (esp. honorific/humble) were much focused on in instruction and likely resulted in the success rate being achieved by all.</p> <p>(09/12/2019)</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 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>All 21 out of the 21 students assessed had passed this SLO, with a 100% success rate.</p> <p>At the Japanese 4 level, students are required to employ and distinguish between 3 speech styles (i.e., honorific/humble, formal/polite and informal/casual). Oral exercises practicing their forms and applications (esp. honorific/humble) were much focused on in instruction and likely resulted in the success rate being achieved by all.</p> <p>(09/14/2018)</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 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>All 18 out of the 18 students assessed had passed this SLO, with a 100% success rate.</p> <p>At the Japanese 4 level, students are required to employ and distinguish between 3 speech styles (i.e.,</p>	<p>Action: Sustain and support current success rates in this SLO by providing students with ample opportunities to hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups). (06/05/2020)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Sustain and support current success rates in this SLO by providing students with ample opportunities to practice/hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups). (06/05/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Sustain and support current success rates in this SLO by providing students with ample opportunities to practice/hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups).</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>honorific/humble, formal/polite and informal/casual). Oral exercises practicing their forms and applications (esp. honorific/humble) were much focused on in instruction and likely resulted in the success rate being achieved by all. (09/12/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p>	<p>(09/12/2017) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met All 27 out of the 27 students assessed had passed this SLO, with a 100% success rate. At the Japanese 4 level, students are required to employ and distinguish between 3 speech styles (i.e., honorific/humble, formal/polite and informal/casual). Oral exercises practicing their forms and applications (esp. honorific/humble) were much focused on in instruction and likely resulted in the high success rate. (05/10/2016) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Sustain and support current success rates in this SLO by providing students with ample opportunities to practice/hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups). (06/06/2017) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 20 out of the 22 students assessed had passed this SLO (2 did not), with a success rate of 91%. At the Japanese 4 level, students are required to employ and distinguish between 3 speech styles (i.e., honorific/humble, formal/polite and informal/casual). Oral exercises practicing their forms and applications (esp. honorific/humble) were much focused on in instruction and likely resulted in the high success rate. (09/07/2015) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Sustain and support current success rates in this SLO by providing students with ample opportunities to practice/hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups). (09/05/2016) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 32 out of the 34 students assessed had passed this SLO (2 did not), with a success rate of 94.1%.</p>	<p>Action: Continue to maintain current success rates in this SLO by providing students with more opportunities to practice/hone their conversational skills in the</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Given that the success rate (94.1%) was significantly higher than expected (70%), students appear to have achieved level-appropriate proficiency in their oral skills in the language at course's end. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p>	<p>classroom (e.g., communicative tasks in pairs/groups). (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Previous SLO1 success rates met in subsequent Spring 2015 assessments. (05/12/2015)</p>
<p>SLO #2 - Upon completion of the course, successful students will read and write hiragana, katakana, and approx. 300 kanji characters and demonstrate comprehension of longer (4-5 paragraph) adapted authentic texts (e.g., short biographical essays, newspaper articles, formal letters) written in them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading component of final exam consisting of a five-paragraph reading passage containing approx. 200 (out of the 300) learned Kanji, followed by content comprehension questions.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>All 22 out of the 22 students assessed had passed this SLO, with a 100% success rate. The results show that all students had achieved level-appropriate proficiency in their Japanese reading skills by course completion. This is not surprising, given that many students at the Japanese 4 level are either majoring in and/or taking the course for career/professional reasons, and thus are highly-motivated learners of the language. (09/12/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Support current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (06/05/2020)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>20 out of the 21 students assessed had passed this SLO (Only 1 did not), with a success rate of 95.2%. As the success rate of 95.2% was considerably higher than anticipated initially (70%), the results show nearly all students had achieved level-appropriate proficiency in their Japanese reading skills at course completion. This is not surprising, given that many students at the Japanese 4 level are either majoring in and/or taking the course for career/professional reasons, and are thus highly-motivated learners of the language. (09/14/2018)</p> <p>% of Success for this SLO: 95.2</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Support current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (06/05/2019)</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 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>17 out of the 18 students assessed had passed this SLO (Only 1 did not), with a success rate of 94.4%. As the success rate of 93% was considerably higher than anticipated initially (70%), the results show students achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>This is not surprising, given that many students at the Japanese 4 level are either majoring in and/or taking the course for career/professional reasons are thus highly-motivated learners of the language. (09/12/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Support current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (09/12/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>25 out of the 27 students assessed had passed this SLO (Only 2 did not), with a success rate of 93%. As the success rate of 93% was considerably higher than anticipated initially (70%), the results show students achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>This is not surprising, given that many students at the Japanese 4 level are either majoring in and/or taking the course for career/professional reasons are thus highly-motivated learners of the language. (05/12/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Support current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (06/08/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>21 out of the 22 students assessed had passed this SLO (Only 1 did not), with a success rate of 95%.</p> <p>As the success rate of 95% was considerably higher than anticipated initially (70%), the results show students achieved level-appropriate proficiency in their Japanese reading skills at course completion. This is not surprising,</p>	<p>Action: Support current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (09/05/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>given that many students at the Japanese 4 level are either majoring in and/or taking the course for career/professional reasons are thus highly-motivated learners of the language. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 31 out of the 33 students assessed had passed this SLO (3 did not), with a success rate of 91%.</p> <p>As the success rate of 91% was considerably higher than anticipated initially (70%), it appears students achieved level-appropriate proficiency in their Japanese reading skills at course completion. (09/12/2014) Faculty Assessment Leader: Nina Yoshida</p>	<p>Action: Maintain current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (06/11/2015) Action Category: Teaching Strategies Follow-Up: Previous SLO2 success rates were met and exceeded in subsequent Spring 2015 assessments. (09/07/2015)</p>
<p>SLO #3 - Compose a formal letter or personal narrative in Japanese that develops a given theme (e.g., letter of thanks to a social superior, description of one's worst day or experience) in 3-4 related paragraphs using learned kanji, vocabulary, idiomatic/cultural expressions, structures, and in accordance with written Japanese protocols. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 08/02/2016</p>	<p>Exam/Test/Quiz - Writing component of final exam where students are to compose a 5-600 character (3-4 paragraph) formal thank-you letter addressed to a social superior.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Not Met Only 13 out of the 22 students assessed had passed this SLO (9 did not), with a success rate of 59.1%. Through textbook readings, students were exposed to authentic samples and formats for writing a formal Japanese letter. Earlier in the course, they were also introduced to the grammar and cultural protocols for employing honorific/humble style. Students were moreover given an opportunity (one week before assessment date) to submit a first draft of their letter for feedback and correction before writing their (assessed) final version. However, little more than half the class took advantage of this opportunity, and those who did not, tended to do poorly on this particular assessment. (09/12/2019) % of Success for this SLO: 59.1 Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18</p>	<p>Action: Improve success rates in this SLO by continuing to provide/assign appropriate reading materials and tasks in and out of the classroom so students can better their formal writing skills in the language. Also, provide more opportunities for students to prepare and submit their initial drafts on (writing) assignments, so they can receive more (individualized) feedback for strengthening their formal writing skills prior to assessment. (06/05/2020) Action Category: Teaching Strategies</p> <hr/> <p>Action: Improve success rates in</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>(Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Only 11 out of the 21 students assessed had passed this SLO (10 did not), with a success rate of 52.4%.</p> <p>Through textbook readings, students were exposed to authentic samples and formats for writing a formal Japanese letter. Earlier in the course, they were also introduced to the grammar and cultural protocols for employing honorific/humble style. Students were moreover given an opportunity (one week before assessment date) to submit a first draft of their letter for feedback and correction before writing their (assessed) final version. However, less than half the class took advantage of this opportunity and those who did not, tended to do poorly/not pass this particular assessment. (09/14/2018)</p> <p>% of Success for this SLO: 52.4</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>this SLO by continuing to provide/assign appropriate reading materials and tasks in and out of the classroom so students can better their formal writing skills in the language. Also, provide more opportunities for students to prepare and submit their initial drafts on (writing) assignments, so they can receive more (individualized) feedback for strengthening their formal writing skills prior to assessment. (06/05/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>14 out of the 18 students assessed had passed this SLO (4 did not), with a success rate of 77.8%.</p> <p>Through textbook readings, students were exposed to authentic samples and formats for writing a formal Japanese letter. Earlier in the course, they were also introduced to the grammar and cultural protocols for employing honorific/humble style. Moreover, they were given an opportunity to submit a first draft of their letter for feedback and correction before writing the assessed final version. Students who did not take full advantage of this opportunity were the ones that tended to do poorly/not pass this particular assessment. (09/12/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Improve success rates in this SLO by continuing to provide/assign appropriate reading materials and tasks in and out of the classroom so students can better their formal writing skills in the language. (09/12/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: SPAN 1:Elementary Spanish I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 1, successful students will converse in and comprehend Spanish using present tense, simple past tense, and “ir + a + infinitive” construction about everyday topics, such as introductions and descriptions about themselves and others within the limits of vocabulary appropriate to beginning Spanish 1.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p> <p>Input Date: 11/20/2013</p>	<p>Directly related to SLO</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>The data indicates that out of 137 students who were assessed, 133 students (97%) were successful in conversing in and comprehending Spanish using the present tense and the “ir + a + infinitive” construction about everyday topics. This is an improvement over last years results and indicates that our methods have been successful for the purpose of improving on the students' ability to communicate in the language at a beginning level. Only 4 (3%) students out of 133 were incapable of accomplishing this objective. (09/05/2019)</p> <p>% of Success for this SLO: 97</p> <p>Faculty Assessment Leader: Sotolongo</p> <p>Faculty Contributing to Assessment: Andrade, Barrio de Mendoza, Prada and Sotolongo</p>	<p>Action: In light of the fact that there has been an improvement from 2018 to 2019 we can continue to implement the methods that we have been using as indicated in the "Action" plan for 2018. (09/05/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The Data for Spring 2019 indicates that the Action plan implemented by the department as a whole was successful and should be continued. The success rate (97%) is so high that it may be difficult to expect a higher outcome in 2020. (09/05/2019)</p>
	<p>Presentation/Skill Demonstration -</p> <p>Oral Presentation: recording, interview, class presentation. Instructors assessed their students through a recording, an interview or a class presentation during which each student discussed/was asked about everyday topics within the limits of vocabulary and structures appropriate to beginning Spanish 1 as part of the final exam.</p> <p>Standard and Target for Success:</p> <p>Criteria: Student gets 70% of all categories listed on a rubric</p> <p>Related Documents:</p> <p>Oral SLO 1. Presentational Rubric.xlsx</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Of the 137 students evaluated 133, or 97% were Acceptable, and 4, or 3% were “unacceptable”. Although the results from Spring of 2018 showed an improvement over the previous year, the 2019 data shows a tremendous improvement of more than 6% when compared to the 91.8% “acceptable”. As in the past these results indicate that the consistent use of practices and activities that foster student interaction with one another have been successful in achieving higher results. Also we continue to use rubrics across all sections that have helped to assess all of our students (09/05/2019)</p> <p>% of Success for this SLO: 97</p> <p>Faculty Assessment Leader: Carmen R Sotolongo</p> <p>Faculty Contributing to Assessment: Carmen R Sotolongo,</p>	<p>Action: The strategies in place from last year (2018) have proven to be worthwhile in overall improvement and we (instructors) will continue promoting students’ oral participation in communicative practices (such as but not limited to interviews, dialogues, oral presentations, group presentations) in class with our textbook online component, Vistas WebSAM which provide a great variety of tools to practice oral skills through individual recordings on the Prueba Oral sections or partner-chat sessions. (09/05/2019)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	Oral SLO 1 Interpersonal Rubric.docx	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Of the 209 students evaluated, 192, or 91.87%, were Acceptable, and 17, or 8.13%, were Unacceptable. The results in this SLO have slightly improved over the spring semester of 2017 (close to two points). These results show that the consistent use of practices and activities which foster student interaction with one another, and group activities in the target language in and out the classroom prove to be successful in achieving higher results. In the same manner, we have been using assessment tools and rubrics across all sections that have helped to assess all of our students succeed. (09/12/2018)</p> <p>% of Success for this SLO: 92</p> <p>Faculty Assessment Leader: Maria Barrio De Mendoza</p>	<p>Action: Instructors keep promoting students' oral participation in communicative practices (such as interviews, dialogues, group presentations, discussions) in class and on the online component Vistas WebSAM) which provide a great variety of tools to practice oral skills through individual recordings on the Prueba Oral sections or partner-chat sessions. (09/12/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 205 students, 185, or 90%, were Acceptable and 20, or 10%, were Unacceptable. The results in this SLO slightly declined over Spring 2015 (2 points worse), but still show that the consistent use of the same tools and rubric across all sections (including some evening classes, taught by adjunct instructors, which had been difficult to contact in the past) has helped to assess all our students successfully. Apart from the large percentage of heritage learners (around 50%) -which always impacts this SLO positively, for obvious reasons-, the good results when assessing our students' speaking skills also show that the speaking practice of the non-heritage speakers in our Spanish classes is also close to optimal. (09/02/2017)</p> <p>Faculty Assessment Leader: María Barrio de Mendoza</p> <p>Faculty Contributing to Assessment: Andrés Moina</p>	<p>Action: Instructors keep promoting students' oral participation in communicative practices in class and online and the SLO results -although slightly worse- are still quite satisfactory since we are still above 90%. The online component (Vistas WebSAM) provides with a great variety of opportunities to practice oral skills through individual recordings on the Prueba Oral sections or partner-chat sessions and instructors take advantage of this excellent tools at our disposal to promote students' speaking practice. (09/03/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 292 students, 270, or 92%, were Acceptable and 22,</p>	<p>Action: We'll continue using the revised rubrics and encourage instructors to increment students' oral participation in</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>or 8%, were Unacceptable. The results in this SLO improved a little over Spring 2015 (5 points better) and show that the consistent use of the same tools and rubric across all sections (including some evening classes, taught by adjunct instructors, which had been difficult to contact in the past) has helped to assess all our students successfully. Apart from the large percentage of heritage learners (around 50%) -which always impacts this SLO positively for obvious reasons-, the good results when assessing our students' speaking skills also show that the speaking practice of the non-heritage speakers in our Spanish classes is also close to optimal. (09/14/2016)</p> <p>Faculty Assessment Leader: Andrés Moina Faculty Contributing to Assessment: María Barrio de Mendoza</p>	<p>communicative practices in class and online with the aim of reducing the 8% of unacceptable results even more. The online component (Vistas WebSAM) provides with a great variety of opportunities to practice oral skills through individual recordings on the Prueba Oral sections or partner-chat sessions and instructors should take advantage of this excellent tools at our disposal to promote students' speaking practice. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Out of 287 students, 251, or 87%, were Acceptable and 36, or 13%, were Unacceptable. The assessment rubric was refined acknowledging grammar structures involved, more SLO assessment tools were included to provide more flexibility and variety, and more communicative oral opportunities were provided. (09/08/2015) Faculty Assessment Leader: Andrés Moina and Margarita Talavera-Hoferer Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p>	<p>Action: Add two revised rubrics: an interpersonal rubric and a presentational rubric for the final oral assessment Add one oral assignment per lesson: questions asked in class, individually, in pairs, or in groups, recordings on the Prueba Oral of Vistas, the five questions per lesson from Recapitulacion section of Vistas or Visual Chat in each lesson (09/08/2015) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Conversational skills: 217 out of 236 students passed this SLO (19 did not), with a success rate of 92%. Note that there may be differences in the total number of students evaluated between SLOs as not all students completed each SLO. (09/09/2014)</p>	<p>Action: Consider assessing heritage speakers for proper placement in upper levels of the program or in the heritage speakers' classes (06/11/2015) Action Category: Curriculum Changes Action: Provide more</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Assessment Leader: Andrés Moina and Margarita Talavera-Hoferer</p> <p>Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p> <p>Related Documents: Span 1 - Oral assessment tool and rubric - SPRING 2014.docx</p>	<p>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. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Refine assessment rubric (to acknowledge grammar structures involved) (06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met 10 students scored acceptable, 3 scored unacceptable (12/16/2013)</p> <p>Faculty Assessment Leader: Margarita Talavera-Hoferer</p> <p>Faculty Contributing to Assessment: Kevin Degnan</p> <p>Related Documents: Related Document.Spanish 1 Fall 2013.docx</p>	<p>Action: • To create a better assessment rubric (05/23/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action:</p> <ul style="list-style-type: none">• To modify this SLO assessment tool from a presentation to an interview (05/23/2014) <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: • To create/provide more communicative oral opportunities (05/23/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/>
<p>SLO #2 - Upon completion of Spanish 1, successful students will read and comprehend short paragraphs in Spanish on topics such as places in the city, daily routines, fields of study, pastimes, vacations, and likes and dislikes.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-</p>	<p>Exam/Test/Quiz - The assessment tools used were: a reading followed by multiple choice or short-answer comprehension questions as part of the final exam; a reading followed by multiple-choice or short answer comprehension questions, given separately; and an online activity</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Out of 138 students evaluated, 130, or 94%, were “Acceptable”, and 8, or 6% were “Unacceptable”. The data shows that there was a slight drop in comparison to spring semester 2018 of 2.7%. Although the results are slightly lower than last year’s results the overall result of 94% is still</p>	<p>Action: Same as in the past, we will continue to encourage students to read aloud in class and participate in reading comprehension activities for each lesson link to the vocabulary and grammar in class and out (through the Supersite WebSAM) to</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021) Input Date: 11/20/2013	from Vistas -textbook- Adelante or Cultura sections. Standard and Target for Success: Criteria: student can answer 70% of questions correctly	excellent and this is due to our consistent implementation of reading comprehension both in and outside of the class. This objective is the easiest skill for students to acquire. Of 138 students only 8 students scored an “Unacceptable” when assessed at the end of the semester. A few of the students in this assessment were foreign students who were still trying to learn English who probably should have been concentrating on their ESL class rather a third language. The textbook and ancillaries assume that the individual using the book speaks and comprehends English. Many explanations of grammatical concepts are given in English in the beginning classes to insure that everyone understands. This is a problems when students cannot speak English and do not understand explanations and instructions. (09/05/2019) % of Success for this SLO: 94 Faculty Assessment Leader: Carmen R Sotolongo Faculty Contributing to Assessment: Carmen R Sotolongo	increase students’ exposure to reading materials on various cultural aspects of the Spanish-speaking world. (09/5/2019) (09/05/2019) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met Out of 210 students evaluated, 203, or 96. 7%, were Acceptable, and 7, or 3.3%, were Unacceptable. The results in this SLO have improved more significantly over the Spring semester of 2017 (more than 5 points) These results are due to the consistent implementation of reading comprehension in and out of class. All the instructors agreed that reading is the easiest skill to acquire, and the few students who did not succeed is due to a language challenge in their native language (English), lack of active participation in class, or poor performance in completing assignments. (09/12/2018) % of Success for this SLO: 97 Faculty Assessment Leader: Maria Barrio De Mendoza	Action: Keep encouraging students to read aloud in class and participate in reading comprehension activities for each lesson link to the vocabulary and grammar in class and out (through the Supersite WebSAM) to increase students’ exposure to reading materials on various cultural aspects of the Spanish-speaking world. (09/12/2018) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met Out of 205 students, 186, or 91%, were Acceptable and 19, or 9%, were Unacceptable. The results in this SLO have improved 4 points from a year ago and 9 points from two	Action: Nothing new to add here since results have improved. Keep assigning specific reading activities in each lesson through the Supersite (digital platform) to

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>years ago, and this is probably due to the consistent implementation of a reading/cultural section in each lesson (as observed in the action plan for Spring 2015). The students were assessed on those assignments and some instructors have pointed out that the students who show as Unacceptable in this SLO (and in SLO4 – culture) are mostly students who did not complete and study those sections for the final exam. In general terms, the good results of this SLO are probably a consequence of more reading/cultural assignments being assigned by instructors. This consistent exposure of our students to these type of assignments has clearly contributed to the beneficial practice of reading skills, with improved results in the final assessment of the SLO. (09/02/2017)</p> <p>Faculty Assessment Leader: María Barrio de Mendoza Faculty Contributing to Assessment: Andrés Moina</p>	<p>increase students' exposure to reading materials on various cultural aspects of the Spanish-speaking world. Instructors should encourage reading aloud in class and train students to apply critical thinking skills when doing reading comprehension activities in class and online. (09/03/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 292 students, 255, or 87%, were Acceptable and 37, or 13%, were Unacceptable. The results in this SLO have improved 5 points from a year ago and this is probably due to the addition of a reading/cultural section in each lesson (as observed in the action plan for Spring 2015). The students were assessed on those assignments and some instructors have pointed out that the students who show as Unacceptable in this SLO (and in SLO4 – culture) are mostly students who did not complete and study those sections for the final exam. In general terms, the good results of this SLO are probably a consequence of more reading/cultural assignments being assigned by instructors. This consistent exposure of our students to these type of assignments has clearly contributed to the beneficial practice of reading skills, with improved results in the final assessment of the SLO. (09/14/2016)</p> <p>Faculty Assessment Leader: Andrés Moina Faculty Contributing to Assessment: María Barrio de Mendoza</p>	<p>Action: Keep assigning specific reading activities in each lesson through the Supersite (digital platform) to increase students' exposure to reading materials on various cultural aspects of the Spanish-speaking world. Instructors should encourage reading aloud in class and train students to apply critical thinking skills when doing reading comprehension activities in class and online. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p>	<p>Action: Add one reading/cultural</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Standard Met? : Standard Met Out of 286 students, 235, or 82%, were Acceptable and 51 students, or 18%, were Unacceptable. We continued promoting this skill by allotting reading activities both in class and online (using the Supersite reading assignments) (09/08/2015) Faculty Assessment Leader: Andrés Moina and Margarita Talavera-Hoferer Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p>	<p>section in each lesson covered Provide attached document with contents from Vistas Adelante and Cultura reading sections so instructors can pick one from each lesson (09/08/2015) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Reading skills: 212 out of 233 students passed this SLO (i.e., 21 did not), with a success rate of 91%. Note that there may be differences in the total number of students evaluated between SLOs as not all students completed each SLO. (09/10/2014) Faculty Assessment Leader: Andrés Moina and Margarita Talavera-Hoferer Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p>	<p>Action: Continue promoting this skill by allotting reading activities both in class and online (using the Supersite reading assignments) (06/11/2015) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met 13 students scored acceptable, 2 scored unacceptable (12/16/2013) Faculty Assessment Leader: Margarita Talavera-Hoferer Faculty Contributing to Assessment: Kevin Degnan Related Documents: Related Document.Spanish 1 Fall 2013.docx</p>	<p>Action: • To continue promoting this skill by allotting reading assignments (05/23/2014) Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Students are given articles and/or short stories to read, after which they are to answer comprehension questions on the article they have read. The evaluation is given in the format of</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>short answers, fill-in answers and multiple choice questions.</p> <p>Standard and Target for Success: Based on a percentage it is expected that at least 70% of the students will succeed in this objective.</p> <p>Exam/Test/Quiz - The final exam includes a short paragraph in Spanish for which students have to complete a comprehension section in the format of short answers, fill-in answers or multiple choice answers to assess their understanding of the information they have read.</p> <p>Standard and Target for Success: Based on a percentage, it is expected that at least 70% of the students will score a 75% or above.</p> <p>Additional Information: Keep encouraging faculty to require students to read both in class and at home regularly throughout the semester.</p>		
<p>SLO #3 - Upon completion of Spanish 1, successful students will write a 5 to 10 sentence paragraph in Spanish about themselves and everyday topics such as leisurely activities and academic life using the present tense, simple past tense, and “ir + a + infinitive” construction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020), 2020-21 (Spring 2021)</p>	<p>Essay/Written Assignment - The assessment tool used was a three-paragraph essay as part of the final exam. The students had to complete three paragraphs, using simple past, present, and future constructions.</p> <p>Standard and Target for Success: Criteria: students meet 70% of all categories listed on a rubric.</p> <p>Related Documents: Span 1 Final Essay Rubric. SLO 3.docx</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 151 students evaluated, 122, or 81%, were “Acceptable”, and 29, or 19% were “Unacceptable”. The data shows an improvement of 2.6% in comparison to spring 2018 in which only 78.4% were “Acceptable”. Writing is still the hardest skill for our students compared to speaking, listening and reading. The improvement is most likely due to our persistence in incorporating frequent writing tasks in class as well as at home. All of the instructors, as in the past, who submitted the reports mentioned the importance of assigning writing activities frequently throughout the semester. The same problem as mentioned in the past indicating that students who have a difficult time writing in Spanish tend to be the same ones</p>	<p>Action: Since the data shows that these implementations of the 2018 "Actions" were successful with the overall improvement of writing skills in 2019, we will continue with the same plan of action from 2018 to integrate the new vocabulary of each chapter and the grammar (present, simple past and future tense) in the writing activities. We will also continue to implement writing activities of various types such as dialogues, question-answer activities, paragraph writing, and short narration, and make more</p>

Course SLOs	Assessment Method Description	Results	Actions
Input Date: 11/20/2013		<p>who also have difficulties writing in English. We are able to confirm this conclusion because many instructors, if not all of us, ask students at the beginning of the semester to fill out a card with a little information about themselves, in English. We are able to see which students have difficulties in English from the very beginning of the course. Other students who do not do well with this objective are students who have poor study habits and lack of discipline in completing the required assignments out of class. (09/05/2019)</p> <p>% of Success for this SLO: 81</p> <p>Faculty Assessment Leader: Carmen R Sotolongo</p> <p>Faculty Contributing to Assessment: Carmen R Sotolongo</p>	<p>use of the writing activities via the Supersite from the Vistas textbook in order to provide students with more variety of writing exercises in context. (09/05/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 208 students evaluated, 163, or 78.4%, were Acceptable, and 45, or 21.6%, were Unacceptable. The results of this SLO declined over the Spring semester of 2017 (eight points) Writing still seems to be the hardest skill for our students compared to speaking, listening and reading. We have incorporated frequent writing tasks in class such as dialogues, short narrations, writing letters, and others. All of the instructors who summited the reports mentioned the importance of assigning writing activities as homework to encourage students to write in the target language. We have also observed that many of the students who did not succeed in this SLO are the ones who also have difficulties with writing in English. Poor study habits and lack of discipline in completing assignments out the class are also other factors that have a negative effect on students' performance. (09/12/2018)</p> <p>% of Success for this SLO: 78</p> <p>Faculty Assessment Leader: Maria Barrio De Mendoza</p>	<p>Action: Keep encouraging writing activities of various types such as dialogues, question-answer activities, paragraph writing, and short narration. Moreover, the plan of action is to integrate the new vocabulary of each chapter and the grammar (present, simple past and future tense) in the writing activities. Other important elements to take into consideration is making more use of the writing activities via the Supersite in order to provide them with more variety of writing exercises in context. (09/12/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 206 students, 176, or 85%, were Acceptable and 30, or 15%, were Unacceptable. The results in this SLO show a remarkable improvement from previous assessment years</p>	<p>Action: Consistent assignment of writing activities has probably improved results in this SLO. Instructors should still assign writing activities of various types</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>and successfully show the consistent efforts on part of the instructors to improve our students' writing skills. Writing still seems to be the hardest skill for our students - compared to speaking, listening and reading- but we have encouraged more in-class and online writing assignments, and it looks like the good results are there. We will still put emphasis on the consistent implementation and assessment of writing activities as a way to reduce the slight disparity of results among the various sections. (09/02/2017)</p> <p>Faculty Assessment Leader: María Barrio de Mendoza Faculty Contributing to Assessment: Andrés Moina</p>	<p>(dialogues, question-answer, paragraph writing), even note-taking of what is discussed in class as a way to make students to be more reliant on their writing in order to be successful language learners. Some instructors share the rubric criteria with students, which might help them better understand both the material and the assessment criteria, which might in turn improve students' scores. (09/03/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 292 students, 231, or 79%, were Acceptable and 61, or 21%, were Unacceptable. The results in this SLO are consistent with previous assessment years and still show the lowest percentage of acceptable results of the four SLOs assessed. Writing still seems to be the hardest skill for our students. We have encouraged more in-class and online writing assignments, but the results are still far from satisfactory. Even though we used the new rubric that included the three tenses tested as a separate category, further work on refining our assessment tools seems to be needed. A more consistent approach to assigning and assessing writing activities is also needed if we want to reduce the disparity of results among the various sections. (09/14/2016)</p> <p>Faculty Assessment Leader: Andrés Moina Faculty Contributing to Assessment: María Barrio de Mendoza</p>	<p>Action: Make more use of the opportunities the Supersite provides for writing practice. Encourage writing activities of various types (dialogues, question-answer, paragraph writing), even note-taking of what is discussed in class as a way to make students to be more reliant on their writing in order to be successful language learners. Sharing the rubric criteria with students might help them better understand both the material and the assessment criteria, which might in turn improve students' scores. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Out of 287 students, 232 students, or 81%, were Acceptable</p>	<p>Action: Add one writing assignment per lesson: a paragraph, some questions and answers, or a dialogue</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>and 55 students, or 19%, were Unacceptable. We provided more communicative writing opportunities in class and online (through Supersite assignments) and a better rubric was created where the category of Grammar breaks down the three tenses (present, past, and future), and even more categories were added. (09/08/2015)</p> <p>Faculty Assessment Leader: Andrés Moina and Margarita Talavera- Hoferer</p> <p>Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p>	<p>A refined interpersonal and presentational rubric which now breaks down the three tenses covered (present, past, and future) (09/08/2015)</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>Writing skills: 203 out of 234 students passed this SLO (31 did not), with a success rate of 87%. Note that there may be differences in the total number of students evaluated between SLOs as not all students completed each SLO. (09/10/2014)</p> <p>Faculty Assessment Leader: Andrés Moina and Margarita Talavera-Hoferer</p> <p>Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p>	<p>Action: Provide more communicative writing opportunities in class and online (through Supersite assignments) (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
			<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 tenses, just present and future would be included). (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
			<p>Action: Create a better rubric where the category of Grammar breaks down the three tenses (present, past, and future) (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p>	<p>Action: • To continue using the same tool, the guided writing</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>9 students scored acceptable, 4 students unacceptable (12/16/2013)</p> <p>Faculty Assessment Leader: Margarita Talavera-Hoferer</p> <p>Faculty Contributing to Assessment: Kevin Degnan</p> <p>Related Documents:</p> <p>Related Document.Spanish 1 Fall 2013.docx</p>	<p>activity in class, and then reproduce it as the written section of a midterm exam (sort of pretest only including up-to-date contents) and then use it again as part of a comprehensive final exam as a post-test (05/23/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: • To create a better rubric where the category of Grammar breaks down these three tenses (05/23/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: • To create/provide more communicative/ interpersonal writing opportunities (05/23/2014)</p> <p>Action Category: Teaching Strategies</p>

ECC: SPAN 21 :Beginning Conversational Spanish

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of Spanish 21, successful students will be able to converse orally and understand simple spoken questions in Spanish on everyday topics occurring in conversational situations such as meeting someone, making a phone call, describing one's day.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/21/2013</p>	<p>Presentation/Skill Demonstration - Students were assessed through a 5-10 minute class presentation during which each student discussed/was asked about familiar topics within the limits of vocabulary and structures appropriate to elementary Spanish classes as part of the final exam.</p> <p>Standard and Target for Success: Student receives "At expected level" or above in all categories listed on a rubric.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>10 out of 11 students met this SLO, with a success rate of 91%. Students who enroll in conversation class are usually highly motivated and they perform well. Besides, this semester we practiced various strategies for different types of conversations and it helped students gain practice when engaging in different types of conversations. The only student who did not do well here was just not prepared to speak in front of the class, and he had shown so earlier in the semester but did not do anything to correct it. (09/05/2019)</p> <p>% of Success for this SLO: 91</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>Action: Keep providing guidance and specific directions on the topic of oral presentations about the various cultural aspects of the Spanish speaking countries and make certain that every student has some practice presenting before the final presentation. (09/05/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>7 out of 7 students met this SLO, with a success rate of 100%. Students who enroll in conversation class are usually highly motivated and they perform well. Besides, this semester we practiced various strategies for different types of conversations and it helped students gain practice when engaging in different types of conversations. (07/18/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>Action: Keep providing guidance and specific directions on the topic of oral presentations about the various cultural aspects of the Spanish speaking countries. (07/18/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>13 out of 13 students passed this SLO, with a success rate of 100%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. Practicing various strategies for different types of conversations helped students avoid confusion and even annoyance and gain experience in different types of conversations. (09/03/2017)</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>Action: Keep practicing oral skills with a different partner every time and give them chances to give presentations before presenting the final project. (09/03/2017)</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: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Oral presentation: 11 out of 11 students passed this SLO, with a success rate of 100%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. Practicing various strategies for different types of conversations helped students avoid confusion and even annoyance and gain experience in different types of conversations. (05/12/2015)</p>	<p>Action: Keep providing guidance and specific directions on the topic of oral presentations. (01/12/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Faculty Assessment Leader: Andres Moina</p>	
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Oral presentation: 9 out of 10 students passed this SLO (i.e., 1 did not), with a success rate of 90%. (09/11/2014)</p> <p>Faculty Assessment Leader: Andrés Moina</p> <p>Faculty Contributing to Assessment: Margarita Talavera-Hoferer, Silvia Ribelles de la Vega</p> <p>Related Documents:</p> <p>SPAN 21 oral presentation rubric - SPRING 2014.doc</p>	<p>Action: Give more practice on public speaking in Spanish (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Presentations were given mid-semester as well as at the end of the semester. (05/13/2015)</p> <p>Action: Refine assessment rubric (to confirm if appropriate grammar structures are used) (06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Use of grammar structures was added successfully and made evaluating SLOs more effective. (05/12/2015)</p> <p>Action: Provide more guidance and more specific directions on the topic of oral presentations. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Students rotated every 10-15 mins so they had a</p>

Course SLOs	Assessment Method Description	Results	Actions
			chance to speak to almost everybody and they would have to practice the same skills/conversational techniques when meeting new people. (05/13/2015)
<p>SLO #2 - Upon completion of Spanish 21, successful students will be able to converse orally and answer orally in a cultural appropriate manner simple questions with ease.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/21/2013</p>	<p>Performance - Assessed through ongoing communicative activities done in class and in which students had to pair up and interview different classmates each time, and then share their conversations/findings with the rest of the class.</p> <p>Standard and Target for Success: Student receives "At expected level" or above in all categories listed on a rubric</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>11 out of 11 students met this SLO, with a success rate of 100%. Students are usually highly motivated when they enroll in the conversation class and we usually have high rates of success. Since it is a basic skills class, we rotate conversation partners quite frequently so students do not have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. The frequent rotations make everybody feel at ease because they can share as much as they are ready to. (09/05/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Andres Moina</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>7 out of 7 students met this SLO, with a success rate of 100%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. The fact that students are allowed to come up with their own topics to use over the course of the term also helps them to be at ease and perform to satisfaction in the class. Besides, since it is a basic skills class, we rotate conversation partners quite frequently so students do not have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. (07/18/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>Action: Keep giving ample speaking practice by constantly rotating partners in order to mingle with classmates of different levels. (09/05/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Keep giving practice on public speaking in Spanish and provide ample practice to mingle with classmates of different levels. (07/18/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>12 out of 13 students passed this SLO (just 1 did not), with a success rate of 92%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. The fact that students are allowed to come up with their own topics to use over the course of the term also helps them to be at ease and perform to satisfaction in the class. Besides, since it is a basic skills class, we rotate conversation partners quite frequently so students do not have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. (09/03/2017)</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>Action: Keep providing opportunities for guided oral activities in connection with the varied cultural aspects of the Spanish-speaking countries since it seems to be working. (09/03/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>9 out of 11 students passed this SLO (2 did not), with a success rate of 82%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. The fact that students are allowed to come up with their own topics to use over the course of the term also helps them to be at ease and perform to satisfaction in the class. Besides, since it is a basic skills class, we rotate conversation partners quite frequently so students do not have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. (05/12/2015)</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>Action: Keep providing opportunities for guided oral activities in connection with the varied cultural aspects of the Spanish-speaking countries. Pairing up students of different levels/backgrounds is something that I have done, but I'll try to do more often to try to make everybody successful in this SLO. (01/12/2016)</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>8 out of 10 students passed this SLO (2 did not), with a success rate of 80%. (09/11/2014)</p> <p>Faculty Assessment Leader: Andrés Moina</p> <p>Faculty Contributing to Assessment: Margarita Talavera-Hoferer, Silvia Ribelles de la Vega</p>	<p>Action: Provide more opportunities for guided oral activities in connection with the varied cultural aspects of the Spanish-speaking countries. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

Follow-Up: Students were given plenty of chances to interact during the semester and deal with different partners and contexts, so they would feel more comfortable when speaking in different situations. (05/13/2015)

ECC: SPAN 22 :Intermediate Conversational Spanish

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of Spanish 22, successful students will converse with ease and will be able to understand spoken questions in Spanish on everyday topics as well as questions centered on culturally relevant issues in Spanish-speaking societies such as Spanish/Latin American cinema, media and technology, Castilian Spanish versus Latin American Spanish, etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Students were assessed through a 10+ minute class presentation during which each student discussed/was asked about familiar topics within the limits of vocabulary and structures appropriate to intermediate Spanish classes as part of the final exam.</p> <p>Standard and Target for Success: Student receives "At expected level" or above in all categories listed on a rubric.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 7 out of 7 students met this SLO, with a success rate of 100%. All the students in this class had already participated successfully in SPAN 21 (since it is a prerequisite) and they were highly prepared for the challenge. In fact, the performance of these students in their presentations was the model to follow for the students enrolled in SPAN 21. (09/05/2019) % of Success for this SLO: 100 Faculty Assessment Leader: Andres Moina</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met 4 out of 4 students met this SLO, with a success rate of 100%. Students who enroll in conversation class are usually highly motivated and they perform well. Besides, this semester we practiced various strategies for different types of conversations and it helped students gain practice when engaging in different types of conversations. (07/16/2018) % of Success for this SLO: 100 Faculty Assessment Leader: Andres Moina</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 4 out of 4 students passed this SLO, with a success rate of 100%. Students who enroll in conversation class are usually highly motivated and they perform well. Besides, this semester we practiced various strategies for different types of conversations and it helped students avoid confusion and even annoyance and gain experience in different types of conversations. (09/03/2017) Faculty Assessment Leader: Andres Moina</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met</p>	<p>Action: Keep providing guidance and specific directions on the topic of oral presentations about the various cultural aspects of the Spanish speaking countries. (09/05/2019) Action Category: Teaching Strategies</p> <hr/> <p>Action: Keep providing guidance and specific directions on the topic of oral presentations about the various cultural aspects of the Spanish speaking countries. (07/16/2018) Action Category: Teaching Strategies</p> <hr/> <p>Action: Keep providing guidance and specific directions on the topic of oral presentations about the various cultural aspects of the Spanish speaking countries. (09/03/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Keep providing guidance and specific directions on the topic of oral presentations.</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Oral presentation: 3 out of 3 students passed this SLO, with a success rate of 100%. Students who enroll in conversation class are usually highly motivated and they perform well. Besides, this semester we practiced various strategies for different types of conversations and it helped students avoid confusion and even annoyance and gain experience in different types of conversations. (05/13/2015)</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>(05/12/2016)</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>Oral presentation: 3 out of 3 students passed this SLO, with a success rate of 100%. (09/11/2014)</p> <p>Faculty Assessment Leader: Andrés Moina</p> <p>Faculty Contributing to Assessment: Margarita Talavera-Hoferer, Silvia Ribelles de la Vega</p> <p>Related Documents:</p> <p>SPAN 22 oral presentation rubric - SPRING 2014.doc</p>	<p>Action: Maintain and challenge students with less familiar topics and structures. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Some very interesting topics were discussed and students appreciated being exposed to current information on Spanish speaking countries. (05/13/2015)</p> <p>Follow-Up: Keep doing the same thing and accommodate discussions to topics with which students are familiarized in their first language. (05/13/2015)</p> <p>Action: Keep providing guidance and specific directions on the topic of oral presentations. (05/12/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Students were given more specific information about what was expected of them and they came up with very interesting/current topics related to the Spanish speaking world. (05/13/2015)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>22, successful students will converse with ease and will be able to answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Performance - Assessed through ongoing communicative activities done in class and in which students had to pair up and interview different classmates each time, and then share their conversations/findings with the rest of the class.</p> <p>Standard and Target for Success: Student receives "At expected level" or above in all categories listed on a rubric.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>7 out of 7 students met this SLO, with a success rate of 100%. The students come up with their own topics to discuss over the course of the term which helps them to be at ease and perform to satisfaction in the class. Also, we rotate conversation partners quite frequently so students do not have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. (09/05/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Andres Moina</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>4 out of 4 students met this SLO, with a success rate of 100%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. The fact that students are allowed to come up with their own topics to use over the course of the term also helps them to be at ease and perform to satisfaction in the class. Besides, since it is a basic skills class, we rotate conversation partners quite frequently so students do not have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. (07/16/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Andres Moina</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>4 out of 4 students passed this SLO, with a success rate of 100%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. The fact that students are allowed to come up with their own topics to use over the course of the term also helps them to be at ease and perform to satisfaction in the class. Besides, since it is a basic skills class, we rotate conversation partners quite frequently so students do not</p>	<p>Action: Keep giving practice on public speaking in Spanish and provide ample practice to mingle with classmates of different levels. (09/05/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Keep giving practice on public speaking in Spanish and provide ample practice to mingle with classmates of different levels. (07/16/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Keep giving practice on public speaking in Spanish and provide ample practice to mingle with classmates of different levels. (09/03/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. (09/03/2017)</p> <p>Faculty Assessment Leader: Andres Moina</p>	
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>3 out of 3 students passed this SLO, with a success rate of 100%. Students are usually highly motivated when they enroll in a conversation class and that shows in the high rates of success. The fact that students are allowed to come up with their own topics to use over the course of the term also helps them to be at ease and perform to satisfaction in the class. Besides, since it is a basic skills class, we rotate conversation partners quite frequently so students do not have time to feel insecure about their language limitations and, at the same time, they get to know more of their peers and get exposed to more ideas. (05/13/2015)</p> <p>Faculty Assessment Leader: Andres Moina</p>	<p>Action: Keep giving practice on public speaking in Spanish and provide ample practice to mingle with classmates of different levels. (05/12/2016)</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>3 out of 3 students passed this SLO, with a success rate of 100%. (09/11/2014)</p> <p>Faculty Assessment Leader: Andrés Moina</p> <p>Faculty Contributing to Assessment: Margarita Talavera-Hoferer, Silvia Ribelles de la Vega</p>	<p>Action: Provide more opportunities for guided oral activities in connection with the varied cultural aspects of the Spanish-speaking countries. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The anxiety level was lowered after everybody had the chance to speak to everybody else by rotating the students every 10-15 minutes. (05/13/2015)</p>

ECC: SPAN 3:Intermediate Spanish I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 3, successful students will converse in and comprehend Spanish with an increasing awareness and control of grammatical tenses and modes about personal topics such as personal preferences and opinions, accomplishments, future plans and making requests.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Oral examination and/or presentation</p> <p>Standard and Target for Success: 70% of students will score 70% = C or better on the oral exam or presentation</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>14 students participated in the assessment. 14 students met the SLO. This represents 100% success rate.</p> <p>Analysis: Students were given ample practice speaking in Spanish during the semester. Students were paired up in different combinations every class period and were given a reading to discuss or questions to ask. This got them used to conversation using higher-level vocabulary. Several of the students were from a Spanish-speaking background, which meant that their speaking skill were already developed to a high level of proficiency. I paired native and non-native speakers to practice the vocabulary and grammar. Students also rehearsed their presentations with each other before presenting. They had to present visual images with their presentations which helped to reinforce the information and helped them to organize their ideas. (09/17/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Donna Factor</p> <p>Faculty Contributing to Assessment: Donna Factor</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Students who received 70% or higher passed. 77% of the students passed this SLO. The instructor indicated that allowing native speakers to present first allowed the others to follow their model, which allowed those who were less prepared to get ready for their turn to present. (09/17/2018)</p> <p>% of Success for this SLO: 77</p> <p>Faculty Assessment Leader: Donna Factor</p> <p>Faculty Contributing to Assessment: Donna Factor</p>	<p>Action: Continue to give students ample practice speaking in Spanish in the classroom. (09/17/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue to give students ample speaking practice during the semester. (09/17/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Give students lots of practice speaking in groups and presenting to the class to ensure that they have experience with speaking Spanish with others and in front of the class. Communicate in Spanish throughout the course so that students become accustomed to using Spanish to</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>communicate with the instructor and with each other in class. Native speakers can be helpful as models in presenting. (09/19/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>11 out of 11 students (100%) scored Acceptable in SLO1. Compared with spring 2016 results, this results were significantly higher. All students were successful in achieving this SLO by the end of the semester. First, there are several reasons as to why they did so well. My students had the opportunity to participate in several activities that foster speaking skills such as group discussions and reading aloud. They also participated in formal and informal contextualized conversations and oral presentations throughout the semester. Second, they used the vocabulary, and grammar in each chapter unit during their discussions. The final oral presentation was an exciting project called “Lo Latino en Los Angeles” Students had the opportunity to go to the community (an authentic experience) and visit different institutions/businesses where they interviewed people and later reported their findings to the class using a Power Point presentation. In this project, students not only presented in Spanish, but also answered questions from their peers who were truly motivated to know more from each other’s experiences. I believe the continuous practice in class and the final project motivated them to significantly improve their oral skills. Consequently, they succeeded in the final assessment. (09/11/2017)</p> <p>Faculty Assessment Leader: Maria Barrio De Mendoza</p> <p>Faculty Contributing to Assessment: Andres Moina</p>	<p>Action: For the next assessment cycle, we will continue creating engaging projects for students to feel self-motivated to actively participate in and out of the classroom using Spanish. We will also continue assigning the online homework (Vistas WebSAM) to expose students to audiolingual exercises to improve their ability to better communicate in the target language. (09/11/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Continue assigning oral presentations as well as pair and group dialogues for the continued</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>93% of students (13/14) successfully scored "acceptable" for this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. The success rate was due to the fact that this group was highly vocal, in addition to having a number of native speakers of Spanish. All of the students, moreover, were highly motivated and enthusiastic to learn. This is often the case in higher level Spanish classes. (09/12/2016)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	<p>successful results of this SLO. (09/11/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>95% of students (19/20) successfully scored "acceptable" in this SLO.</p> <p>Given that the success rate (95%) was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. The success rate was due to the fact that this group was highly vocal, in addition to having a number of native speakers of Spanish. All of the students, moreover, were highly motivated and enthusiastic to learn. This is often the case in higher level Spanish classes. (05/26/2015)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue promoting this skill by allotting conversation activities in class. Also, continue promoting this skill by assigning an individual speech project with set dates for completion. (05/26/2015)</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>Out of 12 students evaluated, 100% successfully met the standard. (09/10/2014)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue techniques for practicing speaking skills (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Presentation/Skill Demonstration -</p> <p>Students gave presentations to the class to assess their speaking skills.</p> <p>Standard and Target for Success:</p> <p>Students who received 70% or higher passed.</p> <p>Additional Information: 77% of the</p>		

Course SLOs	Assessment Method Description	Results	Actions
	students passed this SLO. The instructor indicated that allowing native speakers to present first allowed the others to follow their model, which allowed those who were less prepared to get ready for their turn to present.		
<p>SLO #2 - Upon completion of Spanish 3, successful students will read and comprehend short articles and stories in Spanish from authentic texts on topics related to Hispanic culture such as identity and social issues, music, art, literature, history and politics.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - Written examination.</p> <p>Standard and Target for Success: 70% of students will score 70% (C) or better on the written exam or assignment.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Not Met</p> <p>15 students participated in this assessment. 10 students successfully completed this SLO.</p> <p>Analysis: The reading comprehension portion of the final exam included some statistics and required some critical thinking to answer the questions. Next time I will use a different reading so that only reading comprehension is tested and not critical thinking skills as well. Also, the native speakers did better on this portion of the test than some of the non-native speakers. (09/17/2019)</p> <p>% of Success for this SLO: 67</p> <p>Faculty Assessment Leader: Donna Factor</p> <p>Faculty Contributing to Assessment: Donna Factor</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>81% of students passed with a grade of 70% or higher. The instructor indicated that this SLO had a high success rate due to the fact that reading and understanding a text is always the easiest skill when learning a foreign language. (09/17/2018)</p> <p>% of Success for this SLO: 81</p> <p>Faculty Assessment Leader: Donna Factor</p> <p>Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>9 out of 11 students (90. 91%) achieved Acceptable results, and 1 (9%) was Unacceptable. Compared with spring 2016</p>	<p>Action: Give an simpler reading sample that centers less on comparative statistics between cultures. (09/17/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: To continue creating class activities whereby students could have the opportunity to read and apply critical thinking skills that will equipped them to read and</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>results, this result showed that just 2% decreased in the number of students who succeeded in SLO2</p> <p>My students in the class read authentic pieces of literature in Spanish, and they also had the opportunity to analyze diverse genres such as poems, fables, and short stories. During every class meeting, students participated in small group activities. By applying critical thinking skills, they answered open-ended questions, gave their opinion, and inferred information based on the readings assigned. They enjoyed these challenging activities using only Spanish. I also assigned reading comprehension activities as homework, and cultural readings using the online component Vistas WebSAM.</p> <p>(09/07/2017)</p> <p>Faculty Assessment Leader: Maria Barrio De Mendoza</p> <p>Faculty Contributing to Assessment: Andres Moina</p>	<p>analyze diverse literature in Spanish. Also to continue assigning reading comprehension activities in and out of the class.</p> <p>(09/07/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>93% of students (13/14) successfully scored "acceptable" in this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. The reason for this success was the motivation factor of all of the students. Many were completely committed to learning the language. Some were even thinking of studying Spanish as a major or a minor upon transferring to a four-year university. In addition, there were several native speakers of Spanish. (09/12/2016)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue assigning readings in and out of class for the continued successful results of this SLO. (09/16/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>95% (19/20) of students successfully scored "acceptable" in this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. Frequent writing assignments along with grammar review and activities enabled these students to successfully surpass</p>	<p>Action: Continue assigning reading material in and out of class to reinforce this particular skill/SLO. (05/28/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>the SLO expectation. (05/26/2015)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Out of 12 students evaluated, 83% successfully met the standard. (09/10/2014)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Give students further readings throughout the semester, along with short answer exercises based on readings. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Students were asked to read a text and answer comprehension questions based on the text.</p> <p>Standard and Target for Success: 81% of students passed with a grade of 70% or higher.</p> <p>Additional Information: The instructor indicated that this SLO had a high success rate due to the fact that reading and understanding a text is always the skill when learning a foreign language.</p>		
<p>SLO #3 - Upon completion of Spanish 3, successful students will write a 3-4 paragraph story in the past using the preterit and imperfect tenses, the subjunctive and indicative modes and the correct use of accent marks.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - Written composition.</p> <p>Standard and Target for Success: 70% of students will score 70% (C) or better on the written composition.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>13 students participated in this assessment. 13 students successfully completed this SLO.</p> <p>Analysis: Students read two short stories, Esquina peligrosa by Marco Denevi and Continuidad de los parques by Julio Cortazar, which mix reality with fiction. After analyzing the stories in class we discussed other works that mix fantasy and reality, such as the Matrix movie. This prepared students to imagine how they could write their own stories that mix reality and fiction. They were specifically asked to write the story in the past tense and to include the subjunctive and indicative modes to meet SLO requirements. I believe that this specific instruction helped them to meet the SLO requirement. (09/17/2019)</p>	<p>Action: Be specific in giving instructions for what type of information to include to elicit appropriate grammatical tenses in students' writing. (09/17/2019)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>% of Success for this SLO: 100 Faculty Assessment Leader: Donna Factor Faculty Contributing to Assessment: Donna Factor</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met 81% of students passed this SLO with 70% or higher. Success in the writing SLO is promoted throughout the semester with practice and feedback through written assignments. Creating specific instructions regarding what the student is being asked to write is helpful for successful essay writing. (09/17/2018) % of Success for this SLO: 81 Faculty Assessment Leader: Donna Factor Faculty Contributing to Assessment: Silvia Ribelles de la Vega</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Not Met Out of 10 students, 5(50%) scored Acceptable results, and 5 (50%) scored Unacceptable. Compared with spring 2016, these results present a decrease in number of students who succeeded SLO3 This is the area where students struggled the most throughout the semester. There was a group of students who came to the class lacking basic skills in Spanish and English, and it was very difficult for them to catch up during the semester. Students wrote several essays, formal and informal per chapter unit. They were engaged in diverse activities such as writing reports, summarizing readings, elaborating questions, and free writing exercises. Students improved considerably their skills, but a few of them did not master it. In addition, the final essay was very challenging. Students wrote about a hypothetical situation using the subjunctive mood which was problematic for them. This was a very small group with a very polarized range of skills. One group of students was excellent in writing and the other struggled with their basic writing skills. (09/11/2017)</p>	<p>Action: To continue assigning writing exercises in and out of the class. To continue going into the process of writing and assigning more homework using the online component Vistas WebSAM. Students will also write journals to improve their writing skills. We will continue assigning two essays per chapter unit (formal and informal). In addition to this type of assignment, we will review the assessment tool (final essays) for the next cycle. We will create a final essay that not will only assess the most difficult grammar points of the semester, but that will also incorporate other material covered in the course, but not quite as difficult. This I believe, would make a more balanced assessment tool. (09/11/2017) Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		Faculty Assessment Leader: Maria Barrio De Mendoza Faculty Contributing to Assessment: Andres Moina	Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 86% of students (12/14) successfully scored "acceptable" for this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. 93% of students (13/14) successfully scored "acceptable" in this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. As in SLO #1 and #2, students were highly motivated to learn and truly committed to learning. They did all of their assignments and fully participated. This is often the case in higher level Spanish courses. (05/17/2016) Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class	Action: Continue assigning written work in and out of class as well as online grammar activities for the continued successful results of this SLO. (05/31/2017) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 90% (19/21) students successfully scored "acceptable" in this SLO. Given that the success rate was significantly higher than the expected (70%), students appear to have been very successful in achieving this SLO by course's end. Of the two students who scored "unacceptable," one was a surprise. I attribute the low score due to nerves because normally this student performs in an acceptable manner in written assignments. (05/28/2015) Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class	Action: Continue assigning written work in and out of class as well as online grammar activities for the continued successful results of this SLO. (05/28/2015) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Out of 12 students evaluated, 100% successfully met the standard. (09/10/2014) Faculty Assessment Leader: Alicia Class	Action: Continue to review grammar from Spanish 2. (06/11/2015) Action Category: Teaching Strategies
	Essay/Written Assignment - Essay in		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

Spanish.
Standard and Target for Success:
81% of students passed this SLO with 70% or higher.
Additional Information: Success in the writing SLO is promoted throughout the semester with practice and feedback through written assignments. Creating specific instructions regarding what the student is being asked to write is helpful for successful essay writing.

ECC: SPAN 52A:Spanish for Native Speakers

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 52A, successful students will converse in Spanish using present tense, simple past tense, imperfect tense, and basic vocabulary in the fields of art, music, film, literature, fashion, sports, and physical fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Fall 2019), 2020-21 (Fall 2020), 2021-22 (Fall 2021), 2022-23 (Fall 2022)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation. Instructor assessed her students through an oral presentation during which each student first discussed cultural information on a Spanish-speaking country with subsequent questions from the instructor within the limits of vocabulary and structures appropriate to the level of Spanish 52A.</p> <p>Standard and Target for Success: Criteria: Students get 70% of all categories listed on a rubric.</p> <p>Related Documents: oral rubric</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>SLO 1: Conversational Skills</p> <p>This SLO was assessed using an oral presentation. This is the easiest skill for heritage and native speakers because it is the one skill that is consistently practiced since childhood. Phonological targets are not an issue for heritage and native speakers, in general. Grammatical structures and vocabulary reviewed/learned in the course (for example, present tense, simple past tense, and imperfect tense) were required and graded as part of the presentation. The oral presentation was graded for content, and lexical and grammatical use. A score of 70% or more was recorded as successful attainment of this SLO. SLO 1 was satisfactorily attained by 100 % of 52A students, or 20/20.. (06/06/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Alicia Class</p>	<p>Action: Plan an informal meeting with all professors who teach this class to share these results, compare results to previously reported results, and come up with an action-plan together for assessment. The action plan should include short and long-term goals that are aligned with your program, the PLO report, and the greater needs of our students. (10/02/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: 10/02/2019 (10/02/2019)</p> <p>Follow-Up: Since I was the only instructor teaching this course, no informal meeting took place with other instructors. However, since 100% of the students succeeded in meeting SLO1, an informal meeting should take place between other instructors teaching this course in subsequent semesters to assure these excellent results. (09/06/2019)</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>A total of 46 students were assessed, SLO 1. 46/46, 100%, of students scored 70% or higher, successfully meeting the minimum standard of this SLO.</p> <p>In this particular class, all students who attended class the</p>	<p>Action: Students will continue to have many opportunities to practice conversational competency so that they do well in class and meet the SLO. (09/19/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>last week of the course finished this assignment/presentation. Students who did not attend class during the final week did not (these students received an "NA") complete this assignment. All who presented were graded. Students who received a 70%, or better, were recorded as "Y". The rest were recorded as "N". I believe that students who did not succeed in meeting the SLO did not because they had "figured out" that they would not pass the class. Therefore, they did not deem necessary presenting in front of the class so that their "conversational competency" could be evaluated. (09/19/2017)</p> <p>Faculty Assessment Leader: Argelia Andrade</p> <p>Faculty Contributing to Assessment: NA</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed using an oral presentation. Students were asked to select a historical period of importance to a Spanish-speaking country and to present at least four artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). Grammatical structures and vocabulary reviewed/learned in the course (for example, present tense, simple past tense, and imperfect tense) were required as part of the presentation. The oral presentation was graded for content, and lexical and grammatical use. A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>The success rate was 95% for this SLO. Out of the 40 students evaluated, only 2 were not successful. Those students did not complete the assignment. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade</p> <p>Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed using an oral presentation. Students were asked to select a historical period of importance to a</p>	<p>Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Instructors who teach Spanish 52A will meet informally to look at the results and will come up with an action plan</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Spanish-speaking country and to present at least four artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). Grammatical structures and vocabulary reviewed/learned in the course (for example, present tense, simple past tense, and imperfect tense) were required as part of the presentation. The oral presentation was graded for content, and lexical and grammatical use. A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>Two students did not participate in the oral presentation project for this class. Those students received a zero on this SLO assessment. The remaining students passed the oral presentation portion of their final project with a score of 70% or above. A total of 33 out of 35 (94%) scored satisfactorily.</p> <p>SLO 1: Conversational Skills A total of 33 out of 35 (94%) scored satisfactorily. (09/08/2015)</p> <p>Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: Argelia Andrade</p>	<p>together by the end of the 2015-2016 academic year (May 2016). (09/08/2015)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: Have a meeting September of 2016 to discuss what changes have been implemented after the Spring meeting (see Action). (09/30/2016)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Conversational skills: 28 out of 28 passed this SLO (0 did not), with a success rate of 100%. Note that there may be differences in the total number of students evaluated between SLOs and not all students completed each SLO. (12/12/2014)</p> <p>Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue providing ample communicative opportunities in class and as homework with no reliance of English as a means for communication. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of Spanish 52A, successful students will read and summarize in Spanish poems, short stories, and short essays by Spanish-speaking authors.</p> <p>Course SLO Status: Active</p>	<p>Project - Reading comprehension questions. Instructor assessed her students through a reading comprehension text designed for the reading of short stories. Readings were within the limits of structures</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>SLO 2: Familiarity with Spanish-language Literature Students read many literary works that familiarized them with Spanish/language short stories, poetry, essays, and</p>	<p>Action: Plan an informal meeting with all professors who teach this class to share these results, compare results to previously reported results, and come up with an action-plan together for</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Fall 2019), 2020-21 (Fall 2020), 2021-22 (Fall 2021), 2022-23 (Fall 2022)</p> <p>Input Date: 11/20/2013</p>	<p>appropriate to Spanish 52A. This activity was part of one of their final class projects.</p> <p>Standard and Target for Success: Criteria: Students get 70% of all categories listed on a rubric.</p> <p>Additional Information: Given that the success rate (79%) was higher than expected (70%), students appear to have been moderately successful in achieving this SLO by course's end.</p> <p>The notable decrease in success rate from SLO1 (100%) was simply due to the fact that during this particular semester, 6 out of the 28 students did not turn in their reading project.</p>	<p>other literary works produced in Spanish. Students completed weekly writing assignments in class and at home. I used several in-class and at-home reading assignments to prepare my students for this SLO. They later chose a short story, originally written in Spanish by a Latin American of Spanish author, read it, and proceeded to answer detailed questions based on the story. Content, comprehension, and analysis was more important than lexical and grammatical accuracy for this assignment. The following was the result: 18 out of the 18 students who completed the assignment passed, yielding an 100% success result.</p> <p>To assure such successful results, instructors should continue to assign constant literary works to improve students' reading skills. (10/02/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Alicia Class</p>	<p>assessment. The action plan should include short and long-term goals that are aligned with your program, the PLO report, and the greater needs of our students. (10/02/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: 10/02/2019 (10/02/2019)</p> <p>Follow-Up: Since I was the only instructor teaching the course, no informal meeting with other professors took place. However, in subsequent semesters, if more than one instructor teaches the course, such a meeting should take place to assure uniformity in the assessment of this SLO. (09/06/2019)</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>A total of 40 students were assessed, SLO 2. A total of 6 students were not assessed because they were absent. If the students who were assessed are the only ones considered, the assessment yields 100% success rate. If the total amount of students is considered for this assessment, then only 87% achieved the goal.</p> <p>SLO 2 (reading comprehension) was assessed by writing a short reflection after reading Sandra Cisneros' "Mi nombre" (My Name), which is a chapter of her novel "House on Mango Street". Students were asked to link this reading to other readings and to their personal name narrative(s). Students who received "NA" did so because they were absent during the class in which this was evaluated. (09/19/2017)</p> <p>Faculty Assessment Leader: Argelia Andrade</p>	<p>Action: The faculty will continue to encourage students to write in the classroom so that their writing competency meets the standard. (09/19/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: 10/02/2019 (10/02/2019)</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Contributing to Assessment: NA</p> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed using one section in each of the chapter exams. Students read many literary works that familiarized them with Spanish/language short stories, poetry, essays, and other literary works produced in Spanish. Students completed practice exam questions. Basic literary questions as well as opinion-based questions were answered in paragraph form. Content was more important than lexical and grammatical accuracy for these three assignments. An average of 70% or more on these sections was recorded as successful attainment of this SLO.</p> <p>95% of students assessed succeeded (38/40). Two did not take all the necessary exams to earn a satisfactory 70% or above for this assessment and were, thus recorded as N/A. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade</p> <p>Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p>	<p>Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed using three in-class writing prompts. Students read many literary works that familiarized them with Spanish/language short stories, poetry, essays, and other literary works produced in Spanish. Students completed weekly writing assignments in class. Three such assignments were selected to assess this SLO. Basic literary questions as well as opinion-based questions were answered in paragraph form. Content was more important than lexical and grammatical accuracy for these three assignments. An average of 70% or more on these three assignments was recorded as successful attainment of this SLO.</p> <p>Two students did not participate in the last of the three assessment assignments. Those students received a zero on</p>	<p>Action: Instructors who teach Spanish 52A will meet informally to look at the results and will come up with an action plan together by the end of the 2015-2016 academic year (May 2016). (09/08/2015)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: Have a meeting September of 2016 to discuss what changes have been implemented after the Spring meeting (see Action). (09/30/2016)</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>the last prompt, which brought their total scores to 65% and 68%, which is below the minimum passing score. The remaining students did receive a score of 70% or above. A total of 33 out of 35 (94%) scored satisfactorily in this assessment.</p> <p>SLO 2: Familiarity with Spanish-language Literature A total of 33 out of 35 (94%) scored satisfactorily. (09/08/2015) Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: Argelia Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Reading skills: 22 out of 28 students passed this SLO (6 did not) with a success rate of 79%. Note that there may be differences in the total number of students evaluated between SLOs as not all students completed each SLO. (12/12/2014) Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue promoting this skill by allotting reading activities both in class and as homework; thereafter reviewing readings and comprehension questions in class. Also, continue promoting this skill by assigning an individual reading project with set dates for completion. (12/15/2015) Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of Spanish 52A, successful students will write in Spanish about historical, cultural, and literary aspects of several Spanish-speaking countries and Hispanic communities in the United States using preterite and imperfect verb tenses basic command of orthography and written phonetic and diacritical accents. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2020-21 (Fall 2020), 2021-22 (Fall 2021), 2022-23 (Fall 2022)</p>	<p>Exam/Test/Quiz - Instructor assessed her students through a guided writing activity where they had to write three paragraphs in Spanish describing and narrating in the preterite and the imperfect verb tenses historical, cultural, and literary aspects of several Spanish-speaking countries and Hispanic communities in the United States. This activity was part of the final exam. Standard and Target for Success: Criteria: Students get 70% of all categories listed on a rubric.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met This SLO produced the following results: 95% passed, or 19/20. My students completed weekly writing assignments in class and at home to prepare them for this SLO assessment. A score of 70% or more was recorded as successful attainment of this SLO. A passing rate of 95% for such a difficult SLO is a great result for. Spanish 52A students take the class in order to better their formal writing skills. I am confident that this course brings them closer to that personal and academic goal. (12/11/2018) % of Success for this SLO: 95 Faculty Assessment Leader: Alicia Class</p>	<p>Action: Plan an informal meeting with all professors who teach this class to share these results, compare results to previously reported results, and come up with an action-plan together for assessment. The action plan should include short and long-term goals that are aligned with your program, the PLO report, and the greater needs of our students. (10/02/2019) Action Category: SLO/PLO Assessment Process Follow-Up: 10/02/2019 (10/02/2019)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Input Date: 11/20/2013			Follow-Up: Since I was the only instructor teaching the class (only 1 section offered), an informal meeting with all professors who teach this course was not possible. However, such a meeting should take place in subsequent semesters to assure high levels of success. (09/06/2019)
		Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met A total of 36 students were assessed, SLO 3. That means that 10 students did not turn in this part of the assignment. If we count the 46 students who should have completed the assignment, only 78% of students met the standard. If we count only the number of students who completed the assessment, 100% of students were successful. SLO 3 (written competency) was assessed by means of an essay students wrote at home, based on a given historical, cultural (linguistic), or literary topic. Those who did not turn in the assignment received an "NA". (09/19/2017) Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: NA	Action: The fact that 10 students did not complete the assignment may point to the fact that students continue to feel intimidated by the writing process (particularly in a foreign language. The faculty needs to strategize as to how we can encourage students to complete this very important component of the class. (09/19/2017) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met This SLO was assessed using the written portion of their final class presentation.. Students were asked to select a historical period of importance to a Spanish-speaking country and to present at least four artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). A PowerPoint or Prezi presentation was required. The written historical and social-commentary content on the PowerPoint or Prezi document was graded as well as grammatical structures specified in the SLO (preterite and imperfect verb tenses and	Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017) Action Category: SLO/PLO Assessment Process

Course SLOs	Assessment Method Description	Results	Actions
		<p>orthography). A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>Five students did not complete the assignment. That is 35/40 completed the assignment, making the attainment rate only 87.5%, much lower than the other SLOs. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p>	
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met This SLO was assessed using the written portion of their final oral presentation. Students were asked to select a historical period of importance to a Spanish-speaking country and to present at least four artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). A PowerPoint or Prezi presentation was required. The written historical and social-commentary content on the PowerPoint or Prezi document was graded as well as grammatical structures specified in the SLO (preterite and imperfect verb tenses and orthography). A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>Students had to turn in the written portion of their final oral presentation to receive a score for this assessment. Of the 35 students, 2 did not finish the class and 3 did not turn in the assignment at all. Therefore, only 29 out of 35 students satisfied this requirement. Only 83% of students successfully fulfilled this SLO.</p> <p>SLO 3: Written competence A total of 29 out of 35 (83%) scored satisfactorily. (09/08/2015) Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: Argelia Andrade</p>	<p>Action: Instructors who teach Spanish 52A will meet informally to look at the results and will come up with an action plan together by the end of the 2015-2016 academic year (May 2016). (09/08/2015) Action Category: Curriculum Changes Follow-Up: Have a meeting September of 2016 to discuss what changes have been implemented after the Spring meeting (see Action). (09/30/2016)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p>	<p>Action: Continue providing writing opportunities in and out of class,</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Standard Met? : Standard Met Writing skills: 27 out of 28 students passed this SLO (1 did not) with a success rate of 96%.</p> <p>The repetitive writing practice, along with dictations and frequent spelling and diacritical accent drills, clearly enabled students to improve their writing skills.</p> <p>Given that the success rate (96%) was significantly higher than the expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (12/12/2014)</p> <p>Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class Related Documents: Writing Rubric.docx</p>	<p>as well as practice drills on spelling and the correct use of diacritical accent marks. Encourage students to have a personal vocabulary spelling journal. (12/15/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4 - Upon completion of Spanish 52A, successful students will demonstrate basic awareness of cultural events and topics of Spain, several North, Central, and South American Spanish-speaking countries, and Hispanic communities in the United States. These topics include the first inhabitants of these particular Spanish-speaking countries as well as Latino immigration in English-speaking North America.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Fall 2019), 2020-21 (Fall 2020), 2021-22 (Fall 2021), 2022-23 (Fall 2022) Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation. Instructor assessed her students through a presentation as part of one of their final class projects.</p> <p>Standard and Target for Success: Criteria: Students get 705 of all categories listed on a rubric.</p> <p>Related Documents: Oral Rubric.docx</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met SLO 4 was the second SLO, producing an 100% success rate, or 20/20. The instruction team in the past, and my efforts this particular semester have worked on improving students' competency in relation to this SLO, which shows in the results. The cultural assignment requiring the entire semester for preparation enabled the students to learn and present detailed information of the country in question. (12/11/2018) % of Success for this SLO: 100 Faculty Assessment Leader: Alicia Class</p>	<p>Action: Plan an informal meeting with all professors who teach this class to share these results, compare results to previously reported results, and come up with an action-plan together for assessment. The action plan should include short and long-term goals that are aligned with your program, the PLO report, and the greater needs of our students. (10/02/2019) Action Category: SLO/PLO Assessment Process Follow-Up: Since I was the only instructor teaching the course, no informal meeting with other professors of this course was possible. However, such a meeting should take place in subsequent semester when there is more than one professor teaching the course, to assure the</p>

Course SLOs	Assessment Method Description	Results	Actions
			continuation of a successful SLO result. (10/02/2019)
	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>A total of 47 students were assessed, SLO 4. All students achieved this standard. One student, who was auditing, completed this assessment and has been added to these results.</p> <p>SLO 4 (cultural competency) was assessed by means of an oral presentation (presentation 1). Students were asked to complete a written and oral presentation on a chosen sociohistorical topic relevant to Spanish-speaking Latin America or Spain. Students who did not present earned an "NA" for this portion of the SLO assessment cycle. (09/19/2017)</p> <p>Faculty Assessment Leader: Argelia Andrade</p> <p>Faculty Contributing to Assessment: NA</p>	<p>Action: An oral presentation or oral assessment is a great method to arrive at cultural competency because students are able to focus on cultural components that they feel passionate about. This is the main reason this SLO is so successful. The faculty plans to continue to encourage cultural competency through assessments such as this one. (09/19/2017)</p> <p>Action Category: Teaching Strategies</p>	
	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed using an oral presentation. Students were asked to select a historical period of importance to a Spanish-speaking country and to present at least four artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). The oral presentation was graded for cultural content. A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>38/40 students succeeded, 95%. Two did not complete the assignment. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade</p> <p>Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p>	<p>Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>	
	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Instructors who teach Spanish 52A will meet informally to look at the results and will</p>	

Course SLOs	Assessment Method Description	Results	Actions
		<p>SLO 4 was assessed during each of the chapter exams (exam 2, 4, 6, 8 and 10). All even-numbered exams included a cultural literacy section, based on the readings in the textbook. Passing grades (70% or above) on these portions of the exam were recorded as successful attainment of the SLO.</p> <p>This SLO was only satisfied by 27 out of 35 students in the class (77%). As mentioned before, 2 students did not finish the class. The remaining 6 students that did not satisfy this SLO were students who did not get more than 70% correct on these sections of the exams (exams 2, 4, 6, 8, and 10). Even students who did well in the class sometimes scored below 70% in these sections/exams as they were based on class readings and videos. This was the SLO that had the lowest success rate overall for this class.</p> <p>SLO 4: Cultural literacy A total of 27 out of 35 students (77%) scored satisfactorily. (09/08/2015) Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: Argelia Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Culture skill: 27 out of 28 students passed this SLO (1 did not), with a success rate of 96%.</p> <p>Discussions of Hispanic culture are emphasized in class. Instructor also supplements lectures with power point presentations and in-class presentations about specific cultural points. In addition, each lesson in the textbook provides thorough and diverse cultural readings that enhance and promote class discussions on Hispanic culture.</p> <p>Given that the success rate (96%) was significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (12/12/2014) Faculty Assessment Leader: Alicia Class</p>	<p>come up with an action plan together by the end of the 2015-2016 academic year (May 2016). (09/08/2015) Action Category: Curriculum Changes Follow-Up: Have a meeting September of 2016 to discuss what changes have been implemented after the Spring meeting (see Action). (09/30/2016)</p> <hr/> <p>Action: Continue promoting and bringing Hispanic culture into the class both through fact-to-face meetings and through culture-related assignments and/or projects. Encourage students to share and describe their own Hispanic culture in our class discussions. (02/03/2015) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--	----------------	----------------

Faculty Contributing to Assessment: Alicia Class