

Assessment: Assessment Unit Four Column

Spring/Summer 2018



El Camino: PLOs (HUM) - Academic Strategies

PLOs	Assessment Method Description	Results	Actions
<p>PLO #1 Skills for Success (formerly PLO #2) - Upon completion of their course of study in Academic Strategies, students will demonstrate proficiency in applying various analytical, comprehension, and problem-solving skills required for college success.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 07/01/2013</p> <p>Comments: Previous PLO #1 was inactivated on 4.05.2018, moving former PLO #2 to #1.</p>	<p>Multiple Assessments - The Academic Strategies faculty determined in a Department Meeting on 2/12/15 that PLO#2 would be assessed for alignment earlier than expected because PLO #3 was found superfluous for the department and discontinued. This action disrupted the previously determined assessment cycle.</p> <p>Since four different courses are being assessed for their alignment with PLO #2, a variety of different methods were used by multiple instructors in the various courses. AS 1 (Individualized Academic Strategies) used the final computer reports of students' progress and proficiency levels, number of lessons completes, and tests mastered and the number of hours worked. AS 30 (Test Taking Strategies) a comprehensive final exam that will require students to achieve a passing percentile score on objective questions (true/false, matching, and multiple choice) solely by employing objective question strategies rather</p>	<p>Semester of Current Assessment: 2016-17 (Fall 2016)</p> <p>Standard Met: Standard Met</p> <p>AS 25: The data means nothing to me and I have no idea how to interpret it. I've never taught this course. No one currently employed here has. And though it's due to be assessed in fall 16 according to your email. it's NOT on the schedule. I'm determined to teach it at some point to keep it from being deactivated but since I'll need to build the whole course from the ground up (the material Van Enoo left behind are embarrassingly non-collegiate, especially for a course with that title), i keep putting it off and don't know when that would be. Fall 2017 at earliest I would guess since I know Ann is already scheduling for SP 17 and it's not in the hopper.</p> <p>AS 30: I believe the higher scoring SLOS (1 & 3) do show enough improvement in problem solving and comprehension (of how to answer T/F questions and how to structure responses to essay and short-answer questions to justify a "maintain current methods, focus, and preparation." However, I believe that the action on PLO2 should be updated to spend additional class time focused on reading comprehension and critical reading skills. My understanding of the reason so many students do poorly on multiple choice questions is that they don't understand the material they're being tested so that acquiring any skills in adjudication of better answer choices is often a futile exercise.</p>	

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	<p>than fore-knowledge of any subject matter. The test also required students to complete a subjective (short answer, essay) section by demonstrating strategies designed to express an application of knowledge through language and structure appropriately correlated to the subjective questions. AS 33 (Memory Techniques) used a comprehensive final exam that required students to encode a cluster of information using two distinctly different mnemonic techniques, demonstrate a method of rehearsal of a previously assigned list of memorized items, and recall information using a specific mnemonic device. AS 35 (Listening and Note-Taking Skills) used a final exam that required students to take notes on a previously unseen reading, which the students processed the information as both a set of Cornell notes and a concept map .</p> <p>Standard and Rubric: Because all AS courses are Pass/No Pass courses, the comprehensive finals administered in AS 30, 33, and 35 required a minimum 70% score (whether adjudicated subjectively or objectively) on the sections that related to each courses SLOs. For AS 1, students met the sole SLO if they logged a minimum of 54 hours and a minimum of 100 completed lessons on the self-directed, reading skills-building computer program.</p>	<p>AS 33: While I believe my approach to teaching various mnemonics for improved encoding, better rehearsal, and more successful retrieval of information is still fundamentally sound and hasn't changed nor requires any change, the increased rates of students' meeting PLOs is due to better exercises and assignments (both new ones and an improved editing/tweaking of old ones) so that students are better able to understand and practice the mnemonic techniques that are the focus of the course. Recommended action for any and all PLOs are to continue to modify and update the assessment materials.</p> <p>AS 35: While the action category of SLO 1 should still change before the next scheduled course review, the improved success rates in SLOs 1 & 3 merit carrying over the actions from last fall, I believe the more modest gains in SLO 2 are attributable to the same reading comprehension and critical reading problems from which my AS 30 students suffer. Lower note-taking assignment grades are usually a reflection of the students' having missed or misunderstood key pieces of information in the articles and lectures I give for practice at Cornell note-taking. Additional class time should be devoted to reading comprehension and critical reading skills as well as outlining practice so that students are better at understanding the hierarchy or ideas, major details, and minor details that will be applicable to taking better Cornell taking (and honestly better concept mapping if you want to apply this same action to SLO 3. (07/31/2016)</p> <p>Faculty Assessment Leader: Brent Isaacs Faculty Contributing to Assessment: Department-Wide Assessment Courses Associated with PLO Assessment: 25, 30, 31, 33, 35</p> <p>Semester of Current Assessment: 2014-15 (Spring 2015) Standard Met: Standard Met The average success rate across all four courses of their SLOs aligning with PLO #2 was 80.74%.</p> <p>In AS 1, 94.4% of the students (17 out of 18) completed the</p>	<p>Action: As mentioned above under the MULTIPLE ASSESSMENTS section, the AS department found the former PLO #3 no longer relevant (due to</p>

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		<p>course SLO. Students' having to meet the requisite number of 100 self-directed lessons in the computerized reading skills practice program in order to pass the course and stay in the Nursing program, in addition to the required weekly progress consultations with the instructor, contributed to the exceptionally high success rate of students in this course.</p> <p>In AS 30, 78% of the students (18 out of 23) met the criteria for SLOs #1 & 2, while only 74% (17 out of 23) met the criteria for SLO #3.</p> <p>In AS 33, 75% of the students (21 out of 28), met all three course SLOs. Various assignments that required students to both encode and retrieve information using a variety of mnemonics that students did both in and out of class contributed to the success of these SLOs.</p> <p>In AS 35, 86% of the students (31 out of 36), met all three course SLOs. Various assignments that required students to practice common abbreviations in both Cornell notes and concept maps that students did both in and out of class contributed to the success of these SLOs.</p> <p>Considering that Academic Strategies courses are designed to help low-skills students both achieve a modicum of college success immediately in the courses while also preparing them to achieve or just increase their success in any subsequent college-level courses, the department is meeting its mandate and goals. Given that a number of these low-skill students in any course are designated intellectually and/or emotionally at-risk, even the lowest success rates (74% meeting the criteria for SLO #3 in AS 30 and 75% meeting the criteria for all SLOs in AS 33), the data shows that AS faculty have done exceptionally well in meeting the departmental mandates with even the most challenging section rosters. (07/23/2015)</p> <p>Faculty Assessment Leader: Brent Isaacs Faculty Contributing to Assessment: Brent Isaacs, Sharon Van Enoo, Sylvia Kulczak</p>	<p>inactivation of some courses and restructuring of other courses and their content as a result of the last Program Review. Since PLO #2 was successfully met by the aligned SLOs in Fall 2014 in all four courses assessed, the action for AS faculty going forward will be to give closer scrutiny to all course SLOs as to make sure they were appropriately re-aligned to the department's PLOs #1 or 2 and adjust any SLOs that might prove not well or not at all aligned with the remaining PLOs. (07/23/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>

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Courses Associated with PLO Assessment: AS 1 (section #4000), AS 30 (sections #4050 & 4053) , AS 33 (sections # 4066 & 4068), AS 35 (sections # 4073 & 4075)

Assessment: Assessment Unit Four Column

Spring/Summer 2018



El Camino: PLOs (HUM) - Foreign Languages

PLOs	Assessment Method Description	Results	Actions
<p>PLO #4 Cultural Awareness - Upon completion of the program, students will demonstrate increased cultural awareness and understanding of the communities/societies/countries in which the target language is spoken.</p> <p>PLO Status: Active</p> <p>PLO Assessment Cycle: 2017-18 (Spring 2018), 2019-20 (Fall 2019)</p> <p>Input Date: 03/17/2015</p>	<p>Multiple Assessments - We reviewed SLO data from aligned courses to establish the number of acceptable and unacceptable results. We identified and described trends in the analysis of successful SLOs and actions plans in unacceptable.</p> <p>Standard and Rubric: Multifactorial data assessment was used. We aim is to achieve 70 percent success on all SLOs assessed.</p>	<p>Semester of Current Assessment: 2018-19 (Spring 2019)</p> <p>Standard Met: Standard Met</p> <p>Assessment Method Description:</p> <p>The foreign language instructor preparing this report gathered all Foreign Language SLO reports posted on TracDat since 2014 and looked at the data reported that assessed “cultural awareness”. The percentages for each language are summarized below. Students normally don’t “complete” the foreign language program, as they don’t usually take more than two (maybe three semesters) of each of the languages offered at the community college level. This PLO report will use the available data, even when incomplete. The report will also point out missing data or data gaps.</p> <p>COLUMN 3 Results</p> <p>CHINESE The Chinese language data was missing from the SLO report provided for this PLO report. Thus, it will be added at a later time.</p> <p>FRENCH The success rate of the Cultural Awareness SLOs in French is very high. This is partly due to the fact that the Cultural Awareness SLOs are reserved for higher-level courses such as French 21, 22, 3, 5, and 6. That means that students are better speakers, readers, writers, and thinkers in the French</p>	

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		language, which allows them to access cultural information more readily as well as to retain it more successfully. This is not the case in other languages in our program. The actual numbers appear below.	
	French 21, Spring 2018	SLO 2, 3/4, 75% success rate	
	French 21, Spring 2017	SLO 2, 9/9, 100% success rate	
	French 21, Spring 2016	SLO 2, 3/3, 100% success rate	
	French 21, Spring 2015	SLO 2, 14/14, 100% success rate	
	French 22, Spring 2018	SLO 1, 4/4, 100% success rate	
	French 22, Spring 2017	SLO 1, 4/4, 100% success rate	
	French 22, Spring 2016	SLO 1, 7/7, 100% success rate	
	French 22, Spring 2015	SLO 1, 1/1, 100% success rate	
	French 22, Spring 2018	SLO 2, 4/4, 100% success rate	
	French 22, Spring 2017	SLO 2, 4/4, 100% success rate	
	French 22, Spring 2016	SLO 2, 7/7, 100% success rate	
	French 22, Spring 2015	SLO 2, 1/1, 100% success rate	
	French 3, Fall 2017	SLO 1, 8/8, 100% success rate	
	French 3, Spring 2016	SLO 1, 13/13, 100% success rate	
	French 3, Fall 2014	SLO 1, 11/11, 100% success rate	
	French 3, Spring 2018	SLO 2, 9/9, 100% success rate	
	French 3, Fall 2016	SLO 2, 13/13, 100% success rate	
	French 3, Spring 2015	SLO 2, 10/10, 100% success rate	
	French 5, Fall 2017	SLO 1, 6/6, 100% success rate	
	French 5, Fall 2014	SLO 1, 9/11, 82% success rate	
	French 6, Fall 2017	SLO 1, 2/2, 100% success rate	
	French 6, Fall 2014	SLO 1, 1/1, 82% success rate	

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		<p>GERMAN</p> <p>The data for German was limited to German 1 and 2. Students completing two semesters of German did not show an overall improvement in cultural competency. The success rate of the Cultural Awareness SLOs in German is good, however. The rate is more along the lines of what is expected for a lower-level course series. It is important to note that, the bigger the classes (compare 42 students Fall of 2018 vs. 20 Fall of 2014), the less that students not passing the SLO affect the overall success rate. With exception of German 2, Spring 2016, which had a 68% success rate, this SLO was met for German every time. The actual numbers appear below.</p>	
		<p>German 1, Fall 2018 success rate</p> <p>German 1, Fall 2017 success rate</p> <p>German 1, Fall 2016 success rate</p> <p>German 1, Fall 2015 success rate</p> <p>German 1, Fall 2014 success rate</p>	<p>SLO 1, 39/42, 93%</p> <p>SLO 1, 33/40, 82.5%</p> <p>SLO 1, 24/33, 73%</p> <p>SLO 1, 30/39, 77%</p> <p>SLO 1, 20/24, 83%</p>
		<p>German 2, Spring 2017 rate</p> <p>German 2, Spring 2016</p> <p>German 2, Spring 2015</p>	<p>SLO 1, 10/11, 91% success rate</p> <p>SLO 1, 9/13, 69% success rate</p> <p>SLO 1, 13/13, 100% success rate</p>
		<p>ITALIAN</p> <p>The data for Italian was limited to Italian 1 and 2. Students completing two semesters of Italian did not show an overall improvement in cultural competency, based on the data below. However, this is clearly due to the fact that Italian 2 has half the numbers of Italian 1. But, it should be noted that the success rate of the Cultural Awareness SLOs in Italian is strong. With exception of Italian 2, Spring 2018, which had a 87.5% success rate, the success rate was</p>	

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		almost perfect for all other semesters. The actual numbers appear below.	
	Italian 1, Spring 2018 success rate	SLO 1, 22/22, 100%	
	Italian 1, Spring 2017 success rate	SLO 1, 27/28, 96%	
	Italian 2, Spring 2018 success rate	SLO 1, 7/8, 87.5%	
	Italian 2, Fall 2015 success rate	SLO 1, 12/12, 100% success rate	
	Italian 2, Fall 2014 success rate	SLO 1, 8/8, 100% success rate	
	Italian 22, Spring 2015 success rate	SLO 3, 1/1, 100% success rate	
	JAPANESE		
	The data for Japanese is robust, reporting data for as many as 174 students for Japanese 1. Students completing more than one semester of Japanese showed an overall improvement in Cultural Competency, based on the results shown in the data below. That is, students' Cultural Competency improved over time in the Japanese language series, with very few dips in the date. Curiously, the cultural class (Japanese 25) had the lowest numbers. This may be in part due to the fact that assessment may be more rigorous for this class, given its focus. The actual numbers appear below.		
	Japanese 21, Fall 2018 success rate	SLO 2, 6/7, 86%	
	Japanese 21, Fall 2017 success rate	SLO 2, 9/9, 100%	
	Japanese 21, Fall 2016 success rate	SLO 2, 5/9, 56%	
	Japanese 21, Fall 2015 success rate	SLO 2, 18/18, 100%	
	Japanese 22, Fall 2018 success rate	SLO 2, 3/3, 100%	

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		success rate	
		Japanese 22, Fall 2017	SLO 2, 1/1, 100%
		success rate	
		Japanese 22, Fall 2016	SLO 2, 3/3, 100%
		success rate	
		Japanese 22, Fall 2015	SLO 2, 18/18, 100%
		success rate	
		Japanese 25, Spring 2018	SLO 1, 20/22, 91%
		success rate	
		Japanese 25, Spring 2017	SLO 1, 15/18, 84%
		success rate	
		Japanese 25, Spring 2016	SLO 1, 22/25, 88%
		success rate	
		Japanese 25, Spring 2015	SLO 1, 21/25, 84%
		success rate	
		Japanese 24, Spring 2014	SLO 1, 27/29, 93%
		success rate	
		Japanese 3, Fall 2018	SLO 1,
		36/36, 100% success rate	
		Japanese 3, Fall 2017	SLO 1,
		31/31, 100% success rate	
		Japanese 3, Fall 2016	SLO 1,
		32/34, 94% success rate	
		Japanese 3, Fall 2015	SLO 1,
		35/40, 88% success rate	
		Japanese 4, Spring 2018	SLO 1, 21/21, 100%
		success rate	
		Japanese 4, Spring 2017	SLO 1, 18/18, 100%
		success rate	
		Japanese 4, Spring 2016	SLO 1, 27/27, 100%
		success rate	
		Japanese 4, Spring 2015	SLO 1, 20/22, 91%
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		Japanese 4, Spring 2015	SLO 1, 32/34, 94%
		success rate	
		SPANISH	

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>The data for Spanish is robust. However, due to the fact that SLO 4 was inactivated for the Spanish 1-3 courses, most of the data collected to date will not be used for this report. In addition, the data for Spanish 21 is missing from the SLO report provided for this PLO report. So, Spanish 21 and 22 will be added at a later time. Lastly, the data for Spanish 5 is missing from the SLO report provided for this PLO report. So, Spanish 5 and 6 will be added at a later time.</p> <p>As can be predicted, students completing four semesters of Spanish or entering the series at the upper levels will have an easier time accessing the material. Therefore, their success rates will be higher. The native/heritage language track, not surprisingly, also showed high success rates, even for the first semester course. This track showed between a 100% success rate and a 87% success rate.</p>	
		Spanish 4, Fall 2018 29/30, 97% success rate	SLO 1,
		Spanish 4, Fall 2017 numbers not provided, 88% success rate	SLO 1,
		Spanish 4, Fall 2016 success rate	SLO 1, 8/8, 100%
		Spanish 4, Fall 2015 provided, 100% success rate	SLO 1, numbers not
		Spanish 4, Fall 2015 success rate	SLO 1, 9/9, 100%
		Spanish 52A, Spring 2018 success rate	SLO 1, 56/57, 98%
		Spanish 52A, Spring 2017 success rate	SLO 1, 47/47, 100%
		Spanish 52A, Spring 2015 success rate	SLO 1, 38/40, 95%
		Spanish 52A, Fall 2014 success rate	SLO 1, 27/28, 96%
		Spanish 52B, Spring 2018 success rate	SLO 4, 13/15, 87%
		Spanish 52B, Spring 2014	SLO 4, 25/25, 100%

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>success rate (12/03/2019)</p> <p>% of Success for this SLO: 90</p> <p>Faculty Assessment Leader: Dr. Andrade</p> <p>Faculty Contributing to Assessment: NA</p> <p>Courses Associated with PLO Assessment: All Spanish, French, Japanese, Chinese, and German courses.</p> <hr/> <p>Semester of Current Assessment: 2018-19 (Spring 2019)</p> <p>Standard Met: Standard Met</p> <p>The foreign language instructor preparing this report gathered all Foreign Language SLO reports posted on TracDat since 2014 and looked at the data reported that assessed “cultural awareness”. The percentages for each language are summarized below. Students normally don’t “complete” the foreign language program, as they don’t usually take more than two (maybe three semesters) of each of the languages offered at the community college level. This PLO report will use the available data, even when incomplete. The report will also point out missing data or data gaps.</p> <p>RESULTS</p> <p>CHINESE</p> <p>The Chinese language data was missing from the SLO report provided for this PLO report. Thus, it will be added at a later time.</p> <p>FRENCH</p> <p>The success rate of the Cultural Awareness SLOs in French is very high. This is partly due to the fact that the Cultural Awareness SLOs are reserved for higher-level courses such as French 21, 22, 3, 5, and 6. That means that students are better speakers, readers, writers, and thinkers in the French language, which allows them to access cultural information more readily as well as to retain it more successfully. This is not the case in other languages in our program. The actual numbers appear below.</p>	<p>Action: Use data to inform Program Review. (12/03/2022)</p> <p>Action Category: Program/College Support</p>
		<p>French 21, Spring 2018 SLO 2, 3/4, 75% success rate</p> <p>French 21, Spring 2017 SLO 2, 9/9, 100% success rate</p>	

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		French 21, Spring 2016 French 21, Spring 2015 rate	SLO 2, 3/3, 100% success rate SLO 2, 14/14, 100% success rate
		French 22, Spring 2018 French 22, Spring 2017 French 22, Spring 2016 French 22, Spring 2015	SLO 1, 4/4, 100% success rate SLO 1, 4/4, 100% success rate SLO 1, 7/7, 100% success rate SLO 1, 1/1, 100% success rate
		French 22, Spring 2018 French 22, Spring 2017 French 22, Spring 2016 French 22, Spring 2015	SLO 2, 4/4, 100% success rate SLO 2, 4/4, 100% success rate SLO 2, 7/7, 100% success rate SLO 2, 1/1, 100% success rate
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		Italian 2, Fall 2014	SLO 1, 8/8, 100% success rate
		Italian 22, Spring 2015	SLO 3, 1/1, 100% success rate
		JAPANESE	
		<p>The data for Japanese is robust, reporting data for as many as 174 students for Japanese 1. Students completing more than one semester of Japanese showed an overall improvement in Cultural Competency, based on the results shown in the data below. That is, students' Cultural Competency improved over time in the Japanese language series, with very few dips in the date. Curiously, the cultural class (Japanese 25) had the lowest numbers. This may be in part due to the fact that assessment may be more rigorous for this class, given its focus. The actual numbers appear below.</p>	
		Japanese 21, Fall 2018 success rate	SLO 2, 6/7, 86%
		Japanese 21, Fall 2017 success rate	SLO 2, 9/9, 100%
		Japanese 21, Fall 2016 success rate	SLO 2, 5/9, 56%
		Japanese 21, Fall 2015 success rate	SLO 2, 18/18, 100%
		Japanese 22, Fall 2018 success rate	SLO 2, 3/3, 100%
		Japanese 22, Fall 2017 success rate	SLO 2, 1/1, 100%
		Japanese 22, Fall 2016 success rate	SLO 2, 3/3, 100%
		Japanese 22, Fall 2015 success rate	SLO 2, 18/18, 100%

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		Japanese 25, Spring 2018 success rate	SLO 1, 20/22, 91%
		Japanese 25, Spring 2017 success rate	SLO 1, 15/18, 84%
		Japanese 25, Spring 2016 success rate	SLO 1, 22/25, 88%
		Japanese 25, Spring 2015 success rate	SLO 1, 21/25, 84%
		Japanese 24, Spring 2014 success rate	SLO 1, 27/29, 93%
		Japanese 3, Fall 2018 36/36, 100% success rate	SLO 1,
		Japanese 3, Fall 2017 31/31, 100% success rate	SLO 1,
		Japanese 3, Fall 2016 32/34, 94% success rate	SLO 1,
		Japanese 3, Fall 2015 35/40, 88% success rate	SLO 1,
		Japanese 4, Spring 2018 success rate	SLO 1, 21/21, 100%
		Japanese 4, Spring 2017 success rate	SLO 1, 18/18, 100%
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		Japanese 4, Spring 2015 success rate	SLO 1, 20/22, 91%
		Japanese 4, Spring 2015 success rate	SLO 1, 32/34, 94%
		<p>SPANISH</p> <p>The data for Spanish is robust. However, due to the fact that SLO 4 was inactivated for the Spanish 1-3 courses, most of the data collected to date will not be used for this report. In addition, the data for Spanish 21 is missing from the SLO report provided for this PLO report. So, Spanish 21 and 22 will be added at a later time. Lastly, the data for Spanish 5 is missing from the SLO report provided for this PLO report.</p>	

PLOs	Assessment Method Description	Results	Actions
		So, Spanish 5 and 6 will be added at a later time.	
		As can be predicted, students completing four semesters of Spanish or entering the series at the upper levels will have an easier time accessing the material. Therefore, their success rates will be higher. The native/heritage language track, not surprisingly, also showed high success rates, even for the first semester course. This track showed between a 100% success rate and a 87% success rate.	
		Spanish 4, Fall 2018 29/30, 97% success rate	SLO 1,
		Spanish 4, Fall 2017 numbers not provided, 88% success rate	SLO 1,
		Spanish 4, Fall 2016 success rate	SLO 1, 8/8, 100%
		Spanish 4, Fall 2015 provided, 100% success rate	SLO 1, numbers not
		Spanish 4, Fall 2015 success rate	SLO 1, 9/9, 100%
		Spanish 52A, Spring 2018 success rate	SLO 1, 56/57, 98%
		Spanish 52A, Spring 2017 success rate	SLO 1, 47/47, 100%
		Spanish 52A, Spring 2015 success rate	SLO 1, 38/40, 95%
		Spanish 52A, Fall 2014 96% success rate	SLO 1, 27/28,
		Spanish 52B, Spring 2018 success rate	SLO 4, 13/15, 87%
		Spanish 52B, Spring 2014 success rate (12/02/2019)	SLO 4, 25/25, 100%
		% of Success for this SLO: 90	
		Faculty Assessment Leader: Dr. Andrade	
		Faculty Contributing to Assessment: NA	
		Courses Associated with PLO Assessment: All Spanish, French, Japanese, Chinese, and German courses.	
	Multiple Assessments - The foreign		

PLOs	Assessment Method Description	Results	Actions
	language instructor preparing this report gathered all Foreign Language SLO reports posted on TracDat since 2014 and looked at the data reported that assessed “cultural awareness”. The percentages for each language are summarized below. Students normally don’t “complete” the foreign language program, as they don’t usually take more than two (maybe three semesters) of each of the languages offered at the community college level. This PLO report will use the available data, even when incomplete. The report will also point out missing data or data gaps. Standard and Rubric: 70% or higher for all languages reported.		
PLO #5 (For Literature Courses Only) Read, Interpret, and Write Coherently - Students will begin to read, interpret, and write coherently about majors texts originally produced in the target language. PLO Status: Active PLO Assessment Cycle: 2017-18 (Spring 2018) Input Date: 03/17/2015 Comments: +Spring 2022, Spring 2026	Multiple Assessments - We reviewed SLO data from aligned courses to establish the number of acceptable and unacceptable results. We identified and described trends in the analysis of successful SLOs and actions plans in unacceptable. Standard and Rubric: The department would like to see that at least 70% of our courses have met or exceeded the course targets for success on each SLO.	Semester of Current Assessment: 2018-19 (Spring 2019) Standard Met: Standard Met The foreign language instructor preparing this report gathered all Foreign Language SLO reports posted on TracDat since Fall 2012 and perused the data reported that assessed “literary analysis” skills. Since the data for Spanish 6 is missing from the SLO reports produced to make this PLO report, these results will be missing. Overall, the dips in the data can be explained by the low number of students taking these advanced courses. With more data, that is, more students, an actual analysis would emerge. Only Spanish and French have literature courses. French 5/6 data: French 5, Fall 2015 SLO 2, 10/10, 100% success rate French 5, Fall 2015 SLO 2, 9/11, 100% success rate	Action: Use data for Program Review. (12/03/2022) Action Category: Program/College Support

<i>PLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		French 6, Fall 2015	SLO 2, 0/2, 0% success rate
		French 6, Fall 2015	SLO 2, 1/1, 100% success rate
		Spanish 5/6 data:	
		Spanish 5, Fall 2015	SLO 2, 6/7, 86%
		success rate	
		Spanish 5, Fall 2014	SLO 2, 6/9, 82% success rate
		(12/03/2019)	
		% of Success for this SLO: 90	
		Faculty Assessment Leader: Dr. Andrade	
		Faculty Contributing to Assessment: NA	
		Courses Associated with PLO Assessment: French 5, 6 and Spanish 5, 6	