

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (HUM) - Foreign Languages

ECC: CHIN 2:Elementary Chinese II

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 - Upon completion of this course students will converse in Mandarin Chinese about topics such as discussing a New Year party and comparing different foods, using culturally appropriate expressions. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018) Input Date: 11/20/2013 Inactive Date: Comments::	Exam/Test/Quiz - Individual oral exam of approximately 5 minutes per student. Standard and Target for Success: It is expected that 70% of students will score a "C" or above for this SLO. Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 12/13/2016 - Out of 18 students assessed, all of them passed, with the success rate of 100%. Students were all motivated in learning of the conversational Chinese. The instructor well organized the oral practice in various forms to effectively train students in class. The success rate of SLO #1 has reached 100% for two consecutive years – the current Fall 2016 and the previous Fall 2015, both notably higher than the expected rate of 70%. (03/02/2017) % of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Xiaowen Wu, David Shan	Action: Maintain current teaching strategy for the consistent success rate. (03/02/2018) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Total of 18 students participated in the SLO assessment. Everyone passed this SLO, with a success rate of 100%. SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (100%) is significantly higher than the expected rate (70%) and higher than the previous	Action: Maintain such excellent success rate and continue the current teaching strategy. (02/13/2017) Action Category: Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		<p>success rate (90%) of Spring 2014 (SLO #1, Chinese 2), reflecting effective teaching strategies and high self-motivation of students. (02/05/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Total of 21 students participated in the SLO assessment. 19 out of 21 students assessed passed this SLO while 2 did not, with a success rate of 90%.</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (90%) is significantly higher than the expected rate (70%), reflecting that almost every student has achieved level-appropriate proficiency in oral skills. (09/12/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment:</p>	<p>Action: Maintain the high success rate of 90% and continue to provide students with more opportunities to practice conversational Chinese. (06/11/2015) Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will read, write/produce and comprehend a paragraph written in Chinese characters, using complex sentences and a variety of tenses. Assessed by: Written exam</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam, emphasizing grammar and vocabulary. (e.g., reading comprehension followed by questions, sentence translations.) Standard and Target for Success: It is expected that 70% of students will score a "C" or above for this SLO. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 12/15/2016 - Out of 18 students assessed in SLO #2, 17 passed, while 1 didn't, with the success rate of 94%. This success rate is well reflective of the effectiveness of the teaching strategies. Every student diligently participation in the intensive course work throughout the semester except one who had quite few absences and tardiness from class due to his health situation and busy part-time job schedule. The lack of participation caused his failure in the SLO assessment.</p> <p>This success rate of 94% is notably higher than the expected success rate of 70%, and the same as the previous success rate of 94% (Fall 2015). (03/02/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan</p>	<p>Action: Maintain high success rate and continue current teaching strategy. (03/02/2018) Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Contributing to Assessment: Xiaowen Wu, David Shan</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total of 18 students participated in the SLO assessment. 17 out of 18 students assessed passed this SLO while only one did not, with a success rate of 94%.</p> <p>SLO #2 assesses reading and writing skills, emphasizing grammar and vocabulary. The high success rate (94%) significantly exceeds the expected rate (70%) and about the same as the previous success rate (95%) of Spring 2014 (SLO #2, Chinese 2), reflecting effective teaching strategies and high self-motivation of students. (02/05/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p>	<p>Action: Maintain the high level of success (94%). Continue the current teaching strategies and reinforce the reading and writing practice in class. (02/13/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total of 21 students participated in the SLO assessment. 20 out of 21 students assessed passed this SLO while only one did not, with a success rate of 95%.</p> <p>SLO #2 assesses reading and writing skills, emphasizing grammar and vocabulary. The high success rate (95%) significantly exceeds the expected rate (70%). (09/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Maintain the high level of success (95%). (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of this course students will recognize and correctly pronounce additional 200 Chinese characters (beyond the characters learned in Chinese 1).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016),</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam, employing level-appropriate Chinese characters.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" or above for this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>12/15/1026 - Out of 18 students assessed in SLO #3, 17 passed, while 1 didn't, with the success rate of 94%. This rate shows the same outcome of the SLO #2 assessment. The success rate reflects the effectiveness of the teaching strategies and most student's diligent participation in the</p>	<p>Action: Continue current teaching strategy and maintain high level of success. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
2017-18 (Fall 2017), 2018-19 (Fall 2018) Input Date: 11/20/2013 Inactive Date: Comments::		<p>intensive course work. There was only 1 student who had several absences and tardiness from class. The lack of participation caused this student's failure in the SLO assessment.</p> <p>This success rate of 94% is notably higher than the expected success rate of 70%, and slightly lower than the previous success rate of 100% (Fall 2015) by 1 student/6%. (03/02/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Xiaowen Wu, David Shan</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Total of 18 students participated in the SLO assessment. All of them passed this SLO, with a success rate of 100%.</p> <p>More than 100 new Chinese characters were taught in Chinese 2 course. SLO #3 assesses the skills of recognizing and utilizing those characters. The excellent success rate (100%) is not only notably higher than the expected rate (70%), but also higher than the previous success rate (95%) of Spring 2014 (SLO #3, Chinese 2). The excellent success rate reflects effective teaching strategies and high self-motivation of students. (02/05/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Total of 21 students participated in the SLO assessment. 20 out of 21 students passed this SLO while only one did not, with a success rate of 95%, the same rate as SLO #2.</p> <p>More than 100 new Chinese characters were taught in Chinese 2 course. SLO #3 assesses the skills of recognizing and utilizing those characters. The high success rate (95%)</p>	<p>Action: Continue the present teaching strategies and maintain the excellent success rate (100%). (02/13/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue the current teaching strategy and maintain high level of success. (06/11/2015) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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is notably higher than the expected rate (70%).
(09/12/2014)

% of Success for this SLO:

Faculty Assessment Leader: David Shan

Faculty Contributing to Assessment:

ECC: CHIN 22 :Intermediate Conversational Chinese

<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 fluency in Mandarin Chinese within the limits of vocabulary and structures acquired in Chinese 2 and Chinese 3 levels.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Presentation/Skill Demonstration - Assessed by 5-7 minute presentation speech and listening comprehension exam with focus on intermediate level proficiency through oral communications. Standard and Target for Success: 70% of students will score a "C" or above on this SLO. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 4 out of 4 students met SLO #1 with a success rate of 100%. This success rate significantly exceeds the expected rate of 70% and matches the results of previous assessment (Spring 2015) and well reflects the consistency of the instructor's teaching strategy.</p> <p>SLO #1 assesses the oral fluency in Mandarin Chinese within the limits of vocabulary and structure acquired in Chinese 2 and 3 levels. All 4 students assessed on SLO #1 had successfully completed Chinese 2 or 3 before taking this Chinese 22. All 4 students were highly motivated in learning Chinese. (09/14/2016) % of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Yuxin Carcamo</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 1 out of 1 met SLO1 with a success rate of 100%. The only student assessed on SLO 1 and 2 had studied Chinese for many years and completed all other Chinese courses offered at El Camino College in the past. (09/10/2015) % of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Yuxin Carcamo</p>	<p>Action: maintain current teaching strategies. (09/15/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current teaching strategies. (05/13/2016) Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will comprehend questions on everyday topics and social situations (e.g., asking for help, apology, and planning a trip to China) and provide full responses to them in a culturally appropriate manner.</p>	<p>Presentation/Skill Demonstration - Assessed by 5-7 minute presentation speech and listening comprehension exam with focus on intermediate level understanding of Chinese culture through the use of culturally appropriate expressions and</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 4 out of 4 students met SLO #2 with a success rate of 100%. This success rate significantly exceeds the expected rate of 70% and matches the results of previous assessment (Spring 2015) and well reflects the consistency of the instructor's</p>	<p>Action: Maintain current teaching strategies. (09/15/2017) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>phrases.</p> <p>Standard and Target for Success: 70% of students will score a "C" or above on this SLO.</p> <p>Additional Information:</p>	<p>teaching strategy.</p> <p>SLO #2 assesses oral communication skills in intermediate levels based upon everyday topics and social situations (e.g. asking for help, apology, and planning a trip to China). All 4 students were highly motivated in learning Chinese and had successfully completed Chinese 2 or 3 before taking this Chinese 22. (09/14/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Yuxin Carcamo</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>1 out of 1 met SLO2 with a success rate of 100% (Speech presentation, listening comprehension exam) (09/10/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Yuxin Carcamo</p>	<p>Action: Maintain current teaching strategies. (05/13/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: CHIN 24:Introduction to Chinese Language and Culture

<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 identify the key concepts (e.g., political, religious, philosophical), incidents, and figures in China's cultural history that have impacted the Chinese language, ideology, and society.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Identify the key concepts (e.g., political, religious, philosophical), incidents, and figures in China's cultural history that have impacted the Chinese language, ideology, and society.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>12/14/2016 – Out of 10 students assessed in this SLO, 7 passed, while 3 didn't, with the success rate of 70%--met the expected minimum success rate of 70%.</p> <p>Out of the 3 students who didn't pass this SLO, one is an international student whose English proficiency level is not high enough to fully understand the regular college level lectures and reading materials. Since this course didn't require English 1A as "prerequisite" but "recommended preparation," he was able to enroll in the course. The other two students had some absences from the class due to unusual health problems and busy working schedule. Having not actively participated in the class meetings, they were unable to answer most questions in the SLO assessment test.</p> <p>The success rate of 70% is much lower than the previous one of 96% from Fall 2012. A more important difference is in enrollment: 25 students in Fall 2012 vs. 10 students in Fall 2016. Without appropriate quantity/enrollment, the accuracy of the quality/success rate is less meaningful. Due to the college budget situation, this course was cancelled for four years. When it reopened now, there are not as many students enrolled as expected. The situation has largely changed since 2012, such as the fee increase from \$26 to \$46 per unit. There used to be many working people enrolled in this course, but this type of the students are probably not willing to pay the higher fees today to come back to learn about Chinese culture. Is this a fundamental change or a temporary change? Some discussions with the division and among faculty on a new strategy for recruiting students are necessary now. (03/03/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Xiaowen Wu, David</p>	<p>Action: 1) Continue the current teaching strategy while making some adjustments on lesson plan in order to improve students' interest in learning Chinese culture. 2) Discuss with the division and among faculty on new strategies to recruit more students. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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<p>SLO #2 - Upon completion of this course students will describe and critically analyze a selected topic (e.g., family values, lifestyle, work ethics) on Chinese culture by comparing/contrasting it with their own.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Describe and critically analyze a selected topic (e.g., family values, lifestyle, work ethics) on Chinese culture by comparing/contrasting it with their own.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>12/14/2016 – Out of 10 students assessed in this SLO #2, 7 passed, while 3 didn't, with the success rate of 70%--met the expected minimum success rate of 70%.</p> <p>Please see the analysis and discussions in SLO #1 due to the same situations in both SLO #1 and #2. (03/03/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Xiaowen Wu, David Shan</p>	<p>Action: 1) Continue the current teaching strategy while making some adjustments on lesson plan in order to improve students' interest in learning Chinese culture. 2) Discuss with the division and among faculty on new strategies to recruit more students. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: CHIN 3:Intermediate Chinese

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will converse in Mandarin Chinese about intermediate-level topics such as negotiating terms on renting apartment and politely declining invitations, using culturally appropriate expressions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Individual oral exam of approximately 10 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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Out of total 17 students assessed, 14 of them passed SLO #1, while 3 did not, with a success rate of 82%. Those 3 students who did not pass SLO #1, however, passed SLO #2 and #3. They needed higher self-motivation and more intensive practice to improve the oral proficiency as SLO #1 assesses oral (speaking and listening) skills in Chinese.</p> <p>The overall success rate (82%) is notably higher than the expected rate (70%), although not as high as the previous success rate (100%) of Fall 2014 (SLO #1, Chinese 3). (02/04/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: David Shan</p>	<p>Action: Maintain performance of students at the high success rate and reinforce conversation activities in class. (02/13/2017)</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 14 students participated in the SLO assessment. All of them passed this SLO, with a success rate of 100%.</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (100%) is significantly higher than the expected rate (70%), reflecting that every student has achieved level-appropriate proficiency in oral skills. (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: David Shan</p>	<p>Action: Maintain the high success rate of 100% and continue to provide students with more opportunities to practice conversational Chinese. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Individual oral exam of approximately 10 minutes per student.</p> <p>Standard and Target for Success: It is expected that 70% of students</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>12/13/2016 – All 13 students enrolled in Chinese 3 participated in SLO #1 assessment. Out of them, 12 passed,</p>	<p>Action: maintain the high success rate and continue to provide students with more opportunities to practice conversational Chinese. (03/02/2018)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>assessed will score a "C"/70% or above on this SLO.</p> <p>Additional Information:</p>	<p>while 1 didn't, with a success rate of 92%. The student who didn't pass SLO #1, however, passed SLO #2 and #3. This student had several absences near the end of the semester due to her health situation. Those absences caused her failure at the SLO #1 assessment.</p> <p>The success rate of 92% is notably higher than the expected rate of 70%, and also higher than the previous success rate of 82% of Fall 2015. (03/02/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: David Shan</p>	<p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will read, write/produce and comprehend multiple paragraphs written in Chinese characters using passive-voice sentences and a variety of complements with verbs.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam, emphasizing grammar and vocabulary. (e.g., reading comprehension followed by questions, sentence/paragraph translations.)</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>12/15/2016 – Out of 13 students who participated in SLO #2 assessment, everyone passed, with the success rate of 100%. Given that the class size was small and the instructor was able to help every student with an individual focus, this outcome is well reflective of the effectiveness of the teaching strategies. Students were all highly motivated in study.</p> <p>The success rate of SLO #2 has reached 100% for two consecutive years – the current Fall 2016 and the previous Fall 2015, notably higher than the expected rate of 70%. (03/02/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: David Shan</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total of 17 students participated in the SLO assessment. Everyone passed this SLO, with a success rate of 100%, reflecting that the teaching strategies were effective. (02/05/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan</p>	<p>Action: Maintain such excellent success rate and continue the current teaching strategy. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Continue with current teaching strategies to maintain such a high success rate. (02/13/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Contributing to Assessment: David Shan</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total of 14 students participated in the SLO assessment. Everyone passed this SLO, with a success rate of 100%.</p> <p>SLO #2 assesses reading and writing skills, emphasizing grammar and vocabulary. The high success rate (100%) significantly exceeds the expected rate (70%). (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: David Shan</p>	<p>Action: Maintain the high level of success (100%). (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of this course students will recognize and correctly pronounce additional 150 Chinese characters (beyond the characters learned in Chinese 1 and 2).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam, employing level-appropriate Chinese characters.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" or above for this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>12/15/2016 – Out of 13 students assessed, all of them passed, with the success rate of 100%. One of the 13 students didn't pass SLO #1 but successfully passed SLO #2 and #3. Students were all motivated in learning and instructor was able to help each of them more individually due to the small class size.</p> <p>The success rate of SLO #3 has reached 100% for two consecutive years – the current Fall 2016 and the previous Fall 2015, both notably higher than the expected rate of 70%. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: David Shan</p>	<p>Action: Maintain such excellent success rate and continue the current teaching strategy. (03/02/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total of 17 students participated in the SLO assessment. All of them passed this SLO, with a success rate of 100%. The success rate exceeds the previous success rate of 92% from a year ago (SLO #3, Fall 2014), reflecting the improved</p>	<p>Action: Maintain the current success rate of 100% and continue with present teaching strategies. (02/13/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>teaching strategies on the Chinese characters. (02/05/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: David Shan</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total of 14 students participated in the SLO assessment. 13 out of 14 passed this SLO while only one did not, with a success rate of 92%, slightly lower success rate compared to that of SLO #1 and #2.</p> <p>More than 150 new Chinese characters were taught in Chinese 3 course beyond Chinese 2. SLO #3 assesses the skills of recognizing and utilizing those characters. The success rate (92%) is notably higher than the expected rate (70%). (02/06/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: David Shan</p>	<p>Action: Continue the current teaching strategy and maintain high level of success. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 1:Elementary French I

<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 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)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Class, Prof Chakchir, Prof Villaseñor and Dr. Berman</p> <hr/> <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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Evelyne Berman</p> <p>Faculty Contributing to Assessment: Department wide assessment</p> <p>Related Documents:</p> <p>discussion summary french 1 fall 2013.docx</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>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)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Berman, Cummings, Caloia</p>	<p>Action: Continue putting an emphasis on communication in class. (06/30/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain what was done. (10/26/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: No action to be taken at this point. Program is exceeding expectations. (12/30/2016)</p> <p>Action Category: Teaching Strategies</p>

<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 short paragraph in French about other people, places or everyday topics.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2015-16 (Fall 2015), 2016-17 (Spring 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Comprehensive exam.</p> <p>Standard and Target for Success: students will achieve 70% success rate.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>91% of French 1 students who took this SLO passed it . This is an excellent result mostly due to the fact that all our exams include a reading section and therefore students practised this skill throughout the semester. (06/21/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Class, Prof Mc Guire and Dr. Villaseñor</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>91% of French 1 students met SLO2 expectations while 9% did not. It is very rewarding to see students succeed. Their doing so well on SLO2 is also probably due to changes we have made to testing and homework in the last two years. Reading practice is now included on all tests and this constant practice is helping students meet this SLO. (12/07/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Profs Vaughan, Oliva, Chakhchir and Berman</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Out of 129 students assessed, 120 met the standard and 9 did not meet the standard. That is a success rate of 93.02%. Please see attached document for further discussion. (10/26/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Evelyne Berman</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>discussion summary french 1 fall 2013.docx</p>	<p>Action: Maintain pass rate (12/07/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain results. (06/15/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain what was done. (10/26/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of this</p>	<p>Exam/Test/Quiz - Comprehensive</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall</p>	<p>Action: Maintain current pass rate</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>course students will write a 5-10 sentence paragraph in French about themselves and everyday topics.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2015-16 (Spring 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>exam</p> <p>Standard and Target for Success: Students will achieve 70% success rate.</p> <p>Additional Information:</p>	<p>2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 68 french 1 students, 53 passed SLO3 yielding a pass rate of 77%. This is the first time that we have actually met our standard target success rate for SLO3. As we have discussed in the past, SLO3 (the writing SLO for the course) is the most difficult one to achieve because students have traditionnally weaker writing skills and SLO 3 includes the use of the passé composé which is introduced at the very end of the semester. The improvement we are witnessing is probably due to our tigher inclusion of writing samples in all previous exams as well as the insertion of pre-witing activities that help students better prepare for writing a composition. (12/15/2017)</p> <p>% of Success for this SLO: 77</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr Class, Dr.Berman, Prof Chakchir</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>50 out of 74 students met SLO3 in French 1 this Spring. (Pass rate of 67.56%). While this is not what we would like it to be, the SLO3 pass rate is higher this semester than in our last assessment.</p> <p>SLO3 is the most difficult SLO for students to meet since the writing sample required asks students to use both present and passé composé (passé composé is introduced in the last two weeks of the semester; therefore students do not master the tense in time for the assessment). Short of rewriting the textbook progression, there is no easy fix for this issue).</p> <p>It is also notable that there is a wide range of pass rate for this SLO depending on what section the student was enrolled in. The wide variation may be due to the fact that some faculty members may be more in tune with the needs of the students and have developed strategies for students to practice their writing skills more. However, each class is different and each instructor is doing the best he/she can do, given the students he/she has. In one section, 4</p>	<p>. If possible, continue to improve. This is, of course very dependant on the quality of students entering the program as well as their writing skills. (06/30/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue to encourage written practices in and out of class for all faculty members (12/31/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>students out of 11 had chronic health issues which interfered with their attendance and their results. Overall, all instructors reported issues with attendance and homework this semester which also explains the pass-rate of this SLO. Again, there is no easy fix for students who choose not to attend class or do homework practice regularly since such choices occur beyond the classroom walls. (05/27/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Prof Anne Cummings, Prof Cedric Oliva, Prof MCGuire, Prof Chackshir and Professor Berman</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Not Met Out of 129 students assessed, 79 met the standard and 50 did not. This corresponds to a 61.24% pass rate. Please see attached documentation for discussion of results. (10/26/2015) % of Success for this SLO: Faculty Assessment Leader: Evelyne Berman Faculty Contributing to Assessment: Related Documents: discussion summary french 1 fall 2013.docx</p>	<p>Action: We may need to ask students to write a small paragraph in the present tense which they have worked on since the beginning of the semester. (10/26/2015) Action Category: Curriculum Changes</p>

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: 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</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>Additional Information:</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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Class</p> <hr/> <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>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman Evelyne</p> <p>Faculty Contributing to Assessment: Professor Anne Cummings (taught both sections of French 2)</p> <hr/> <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 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)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Anne Cummings</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>French 2 Spring 2014 Assessment.doc</p>	<p>Action: Continue and maintain such good results. (06/30/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain such excellent results. (06/24/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain performance of students at such a high level. (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>
SLO #2 - Upon completion of this course students will read and demonstrate comprehension of short articles in French. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Fall 2015), 2016-17 (Spring 2017), 2018-19 (Fall 2018) Input Date: 11/20/2013 Inactive Date: Comments::	Exam/Test/Quiz - Assessed by reading paragraphs and answering questions in final exam. Standard and Target for Success: Students will achieve 70% success rate. Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Spring 2017) Standard Met? : Standard Met 18 out of 20 French 2 students met SLO2 this semester. This is a pass rate of 90%, an excellent result, slightly higher than previously, most likely due to constant reading and comprehension practice. (06/21/2017) % of Success for this SLO: Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Class	Action: Maintain rate (12/14/2018) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 16 students out of 18 met SLO2 in French 2. 89% of students completed the SLO2 successfully. It is very rewarding to see students succeed. Their doing so well on SLO2 is also probably due to changes we have made to testing and homework for the last two years. Reading practice is now included on all tests and this constant practice is helping students meet SLO2. (12/10/2015) % of Success for this SLO: Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Oliva	Action: Maintain results (06/15/2017) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 38 students were assessed. 34 students met the reading SLO and 4 students did not. The reading SLO results were weaker than the oral and writing SLO. This is somewhat surprising since the French I students met the reading SLO with a higher success rate. Nevertheless, the students met the 70% standard pass rate. See related document for the discussion. (09/02/2014) % of Success for this SLO: Faculty Assessment Leader: Anne Cummings Faculty Contributing to Assessment: Related Documents: French 2 Spring 2014 Assessment.doc	Action: Maintain the high level rate of success. For weaker readers, provide more reading followed by short answer/true false questions during the course of the semester. (See attached documents) (06/11/2015) Action Category: Teaching Strategies
SLO #3 - Upon completion of this	Exam/Test/Quiz - Assessed by a	Semester and Year Assessment Conducted: 2017-18 (Fall	Action: Try and maintain such a

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>course students will write a 1-2 paragraph composition in French about topics such as discussing their daily routine or describing a past event with passé composé and/or imparfait.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>short composition in final exam.</p> <p>Standard and Target for Success: Students will achieve 70% success rate.</p> <p>Additional Information:</p>	<p>2017)</p> <p>Standard Met? : Standard Met</p> <p>17 out of 18 students passed SLO3 in French 2 this semester yielding a pass rate of 94%. This is very good and somewhat unusual. It is probably mostly due to a more rigorous French 1 curriculum and the higher quality of the students that choose to take a second semester of language. (12/15/2017)</p> <p>% of Success for this SLO: 94</p> <p>Faculty Assessment Leader: Dr Class</p> <p>Faculty Contributing to Assessment: Dr.Class</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>28 students passed SLO3 out of 32 in French 1 in Spring 2016. The pass rate for this group was 87.5%. Students were required to write a composition every two weeks during the semester. Practice makes perfect. Those who did not meet the SLO did not do most of the homework or were absent frequently. (05/19/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Cummings</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>38 students were assessed and 35 students passed the SLO assessment while 3 did not. Students did well in meeting this SLO which is more difficult. The writing SLO results were not as good in French 1. This could be due to the fact that French 2 students are usually more dedicated than French 1 students. (09/02/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Anne Cummings</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p> <p>French 2 Spring 2014 Assessment.doc</p>	<p>pass rate. (06/30/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain above target success rate (05/19/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: - Maintain such high levels of achievement. (06/11/2015)</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 #1 - Upon completion of this course students will converse in a culturally appropriate manner about themselves and their lives as well as cultural aspects of France and/or francophone countries such as the euro zone, commerce in France, housing etc. Students will do so within the limits of vocabulary and structures appropriate to beginning French 3.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Assessed by oral exam in final exam. Students are asked approximately 10 oral questions and respond using the structures as well as the cultural elements taught in the course.</p> <p>Standard and Target for Success: 70% of students will pass the slo target.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>8 students were registered in French 3 this fall 2017. 8 out of 8 students passed SLO1 yielding an excellent 100% pass rate. It was mostly due to the quality of the students entering Fr3 and the fact that, given the small size of the class, they had ample opportunities to practise their verbal skills throughout the semester and therefore produced excellent results during their oral final exam. I am happy to report that we have maintained a 100% pass rate in our last three SLO1 assessments which is a testament to the quality of the program. (12/14/2017)</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: Maintain such high results if possible (12/30/2018)</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>13 out 13 students met SLO1 in French 3 in Spring 2016. This was a very strong and vocal group. It is therefore not surprising that 100% of the class met the SLO1 target. (05/19/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Berman</p>	<p>Action: No action needed. If possible, continue to achieve such results. (05/19/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>All French 3 students were assessed for SLO1 on Dec 10, 2014 during the last week of the semester. 11students out of 11 meet SLO1. This is not surprising since this is a French 3 course. Most students who take this course want to do so. They are usually interested and motivated to learn to speak the language and do well in the course. (12/10/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p>	<p>Action: The program aims to maintain a 70% or higher pass rate for SLO 1. (05/13/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Faculty Contributing to Assessment: Dr. Berman			
<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)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Assessed by reading paragraph and answering questions in final exam.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</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>% of Success for this SLO:</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>% of Success for this SLO:</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>
<p>SLO #3 - Upon completion of this course students will write a 2-3 paragraph story in French about themselves such as recounting the best day or worst day of their life using a variety of tenses such as passé composé, imparfait and/or plus que parfait.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Spring 2017), 2018-19 (Fall 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by a short composition in final exam.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>This semester, 13 out of 14 students met the SLO (92% pass rate). Only student did not met this SLO (She did not complete her composition and therefore did not meet the SLO). This shows a definite improvement over last assessment. This was a small and very strong group with unusual writing abilities which were reinforced by constant writing practise throughout the semester as well as compositions on all exams. Keeping an over 90% pass rate will be extremely difficult since this SLO requires the most from students to pass. (06/15/2017)</p>	<p>Action: Maintain results (12/15/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: re-assess at the end of Fall 2018 (06/15/2017)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Inactive Date:</p> <p>Comments::</p>		<p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Berman</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>16 students met SLO3 while 4 did not. In other words, 80% of students passed SLO3 while 20 % did not. This is a wonderful and unexpected result because SLO3 (which requires French 3 students to have achieved mastery of Passé composé and Imparfait tenses) is very difficult to achieve. It is important to note that this class was a particularly strong group and may not be indicative of the performance of students in the future.</p> <p>.</p> <p>(12/07/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Berman</p>	<p>Action: Will be very happy if we can maintain such high numbers on SLO3 (06/15/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 5:Advanced French I

<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 write a 2-3 page creative, analytical paper or a summary in French on an assigned topic related to the culturally appropriate texts/works studied in class.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - Assessed by a paper. Standard and Target for Success: Maintain a 70% or higher pass rate for SLO 1 Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met 6 students are currently enrolled in French 5 . All students completed their papers and met SLO1 yielding a 100% pass rate. I am very happy to report that the students did all the required work well and completed the task well. (12/02/2017) % of Success for this SLO: 100 Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Berman</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 11 students were enrolled in Fr 5 in Fall 2014. 9 students wrote a 2-3 page paper and met SLO1 for the course while 2 students did not. One student did not turn in a paper while the second student turned in an off-topic paper. (Both students that did not complete the assignment were foreign students) (12/05/2014) % of Success for this SLO: Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Berman</p>	<p>Action: No action required. The success rate has improved since our last assessment. (12/31/2019) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain level of SLO 1 completion at 70% or above. (12/08/2017) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain pass rate of SLO1 above 70% (02/19/2015) Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will compose an organized paper in French with an introduction, at least 3 related paragraphs and a conclusion.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2018-19 (Fall 2018) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - Assessed by a paper. Standard and Target for Success: Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 10 Students out of 10 met SLO2 this semester. This SLO targets the structure of their papers. Since the parts of the paper are specified on the assignment sheet, the students are told repeatedly that their paper must be structured with an introduction, 3 paragraphs and a conclusion and they have been practicing this skill on their first paper (this is the second paper of the semester); it is therefore not surprising that the students met this SLO with a 100% pass rate. (11/24/2015) % of Success for this SLO:</p>	<p>Action: Maintain results (01/15/2019) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr Berman			
SLO #3 - Upon completion of this course students will use simple yet correct French language acquired in level 1-4. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/20/2013 Inactive Date: Comments::	Essay/Written Assignment - Assessed by a paper. Standard and Target for Success: Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 7 student out of 7 (100%) met SLO3 in Fall 2016. This is a third year course in a traditional two year program. Students are dedicated and interested in French if they register for such a course. Last semester, the French 5 students worked consistently on their papers and consequently did quite well. (01/17/2017) % of Success for this SLO: Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Berman	Action: Continue teaching as is currently occurring. (12/31/2019) Action Category: Teaching Strategies

ECC: FREN 6:Advanced 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 write a 3-4 page creative, analytical paper or summary in French on an assigned topic related to the culturally appropriate texts/works studied in class.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Assessed by a paper.</p> <p>Standard and Target for Success: Pass rate for SLO1 over 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>2 students enrolled in French 6. This is a combined French 5 and 6 class. Both students produced a 3-4 page paper and met SLO1 yielding a 100% pass rate for this SLO. I am very happy to report that the combined pass rate for SLO1 for French 5 and 6 is 100% this semester, improving upon our last SLO1 results.. This most likely due to the quality of the students as well as the clarity of directions and deadline imposed on students to finish earlier than final week. (12/02/2017)</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: Maintain such high results which are partly due to the quality of the instruction as well as the willingness of the students to produce the required work. (12/02/2017)</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>One student was enrolled in French 6 in Fall 2014. She wrote a three-4 page paper and met the SLO1 target. (12/05/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr Berman</p> <p>Faculty Contributing to Assessment: Dr Berman</p>	<p>Action: Maintain SLO1 passage rate above 70% (01/14/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will compose an organized paper in French with an introduction, at least 5 related paragraphs and a conclusion.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2018-19 (Fall 2018)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Assessed by a paper.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Only two students were enrolled in French 6 which is concurrently taught with French 5 in the same classroom at the same time. Neither French 6 student met French 6 SLO2 (In French 5, SLO2 requires a paper with an introduction, 3 supporting paragraphs and a conclusion which differs slightly from SLO2 in French 6 which requires an introduction, 5 paragraphs and a conclusion). I believe there are individual reasons for which neither student met the SLO. One student is weak academically. She did not fully</p>	<p>Action: Maintain instruction as is but emphasize the different requirements for French 5 and 6 orally and in written form (as it is presently done) . Keep an eye on French 6 SLO2 in the next assessment cycle to verify that the interpretation of data (as an abnormal result given the size of the sample) is indeed correct. (01/15/2019)</p> <p>Action Category: Teaching</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>complete her paper and may not pass the class. The second student is chronically late to every class. Despite several conversations and adverse consequences on her grade, she consistently continued with this behavior throughout the semester. She clearly did not pay attention to the directions that were given both orally (at the beginning of class) and in written form on the assignment sheet and met French 5 SLO2 instead of French 6 SLO2. Because the class is taught as one and given the very low number of students participating in French 6, I would not consider this a significant result but rather a statistical anomaly.</p> <p>I would also calculate the SLO2 pass rate for French 5 and 6 as one class since it is taught as one. In this context, 83% of the French 5/6 students met their SLO2 which is in keeping with the results of the program as a whole. (11/24/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Berman</p>	Strategies
<p>SLO #3 - Upon completion of this course students will use both simple and more complex French language and idiomatic expressions acquired in level 1-4 as well as their personal readings of previous French works. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - Assessed by a paper. Standard and Target for Success: Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 1 student out of 1 (100% pass rate) met SLO3. This is a third course. The student that enrolled in it this year is a grown adult with very good reading, writing and analytical skills. She worked hard on her paper and met SLO3. (01/17/2017) % of Success for this SLO: Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Berman</p>	<p>Action: Continue instruction as is. (12/31/2019) Action Category: Teaching Strategies</p>

ECC: GERM 1:Elementary German I

<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 about everyday topics such as greetings and personal description within the limits of vocabulary and structures appropriate to beginning German 1.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Oral exam, 2-5 minutes long based on questions by instructor to student and vice versa, appropriate to the level.</p> <p>Standard and Target for Success: 70% of the students should pass this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>73% (24/33 students) passed this SLO. This is slightly higher than the expected rate (of 70%). This may be due to the relatively new online workbook which allows students to record their voices online (among other exercises) for the instructor's corrections. This is now the second year that we've implemented this online workbook. Those who passed it were actively participating in the course and often conversed with each other in German without being prompted to do so. Those who did not pass made the decision at the end of the test NOT to participate, even though they finished the exam. I tried to encourage them to do it, but they did not. (02/28/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher M. Stevens</p> <p>Faculty Contributing to Assessment: Nicholas de Carlo</p>	<p>Action: Spend more time on speaking activities, both in and outside of class (with the eSAM). (02/28/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: We maintained teaching strategies from last year and we continued to meet the standard. (Last year's class was really good!) (02/28/2017)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>77% (30/39 students) passed this SLO. This is higher than the expected rate (of 70%). This may be due to the relatively new online workbook which allows students to record their voices online (among other exercises) for the instructor's inspection. (02/01/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment: Nickolas de Carlo</p>	<p>Action: Maintain current methods (02/01/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>83% of the students (20/24) passed this SLO. Given that the success rate (83%) was significantly higher than the expected rate (70%), students appear to have been highly successful in achieving this SLO by the course's end (01/31/2015)</p>	<p>Action: Maintain current methods. (01/31/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of a short paragraph in German about other people, places or everyday topics.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - A reading selection on a comprehensive exam.</p> <p>Standard and Target for Success: 70% of the students should pass this SLO.</p> <p>Additional Information:</p>	<p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment:</p>	
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>84% (27/32 students) passed this SLO. These results are significantly higher than the expected pass rate (of 70%). I believe this is due to the new edition of the text (which we implemented 2 years ago. It puts more emphasis on reading than the previous edition. In general, students at this level have an easier time with reading than speaking. (03/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher M. Stevens</p> <p>Faculty Contributing to Assessment: Nicholas de Carlo</p>	<p>Action: Maintain current teaching strategies (03/01/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Follow up not really needed with this success rate. (03/01/2017)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>87% (34/39 students) passed this SLO. These results are significantly higher than the expected pass rate (of 70%). I believe this is due to the new edition of the text (which we implemented last year. It puts more emphasis on reading than the previous edition. (02/01/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment: Nickolas de Carlo</p>	<p>Action: Maintain current methods of teaching. (02/01/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>96 % students (23 out of 24) students passed this SLO. Given that the success rate (96%) was significantly higher than the expected rate (70%), students appear to have been highly successful in achieving this SLO by the course's end. (01/31/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Maintain current methods. (01/31/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 - Upon completion of this course students will write a 5-10 sentence paragraph in German about themselves and everyday topics.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Students will write an essay of 5-10 sentences on a comprehensive exam.</p> <p>Standard and Target for Success: 70% of the students should pass this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>72% (23/32 students) passed this SLO. These results are higher than the expected pass rate (of 70%). I believe this is due to the added written exercises in the new edition of the text we are using. There are more writing exercises for class use and more in the online workbook. (03/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher M. Stevens</p> <p>Faculty Contributing to Assessment: Nicholas de Carlo</p>	<p>Action: Spend more time on written exercises, both in and outside of class. (Assign a bit more homework on written exercises.) (03/01/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Both instructors have implemented more written exercises in class but speaking/listening are always primary at this stage. It's difficult getting the perfect balance every time. We teach a bit of culture, too! I think these percentages for all SLO's are about the norm for all German 1 classes. Reading is always easiest at this stage, the other two more difficult. I don't think spending less time on reading will result in higher percentages for the other two SLO's. (03/01/2017)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>82% (32/39 students) passed this SLO. These results are higher than the expected pass rate (of 70%). I believe this is due to the added written exercises in the new edition of the text we are using. There are more writing exercises for class use and more in the online workbook. (02/01/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment: Nickolas de Carlo</p>	<p>Action: Maintain current teaching methodology. (02/01/2016)</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>88% of the students (21 out of 24) passed this SLO. Given that the success rate (88%) was significantly higher than the</p>	<p>Action: Maintain current methods. (01/31/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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expected rate (70%), students appear to have been highly successful in achieving this SLO by the course's end.
(01/31/2015)

% of Success for this SLO:

Faculty Assessment Leader: Christopher Stevens

Faculty Contributing to Assessment:

ECC: JAPA 1:Elementary Japanese I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of this course, successful students will converse in Standard Japanese to perform basic communicative tasks (e.g., exchange greetings/personal information, give time/directions/daily activities) using present/future and past tenses in formal (desu/masu) speech style. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 1 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Oral exams conducted individually (interview-format, employing formal speech style) or in pairs (conversation employing formal speech style) of approx. 3-5 min. duration per student.</p> <p>Standard and Target for Success: It is expected that 70% of students assessed will score a "C"/70% or above on this SLO.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>J1 SLO Assessment Rubric Fall 2014</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>SLO#1 assesses for the student's level-appropriate Conversational (Speaking and Listening) skills in the language. There were 7 sections of the Japanese 1 course offered in Fall 2016, with a total of 156 students participating in this particular SLO assessment. 150 out of the 156 students assessed had passed this SLO (i.e., 6 did not), with a success rate of 92%. Thus, the targeted success rate was both achieved and surpassed. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>SLO#1 assesses for the student's level-appropriate Conversational (Speaking and Listening) skills in the language. There were 7 sections of the Japanese 1 course offered in Fall 2015, with a total of 158 students participating in this particular SLO assessment. 145 out of the 158 students assessed had passed this SLO (i.e., 12 did not), with a success rate of 92%. Thus, the targeted success rate was both achieved and clearly surpassed. (12/09/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>SLO#1 assesses for the student's level-appropriate Conversational (Speaking and Listening) skills in the</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates (12/15/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/09/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/11/2015)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>language. There were 6 sections of the Japanese 1 course offered in Fall 2014, with a total of 174 students participating in this particular SLO assessment. 152 out of the 174 students assessed had passed this SLO (i.e., 22 did not), with a success rate of 87%. Thus, the targeted success rate was both achieved and surpassed. (12/12/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan, Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa</p>	Strategies
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met There were 7 sections of the Japanese 1 course offered in Fall 2013, with a total of 193 students participating in the SLO assessments: 165 out of the 193 students assessed had passed this SLO (i.e., 28 did not), with a success rate of 85.49%.</p> <p>In terms of specific language skills, SLO#1 may be summarily described as covering the student's level-appropriate oral or conversational (speaking and listening) skills in the language.</p> <p>At the Japanese 1 level, this means students are able to comprehend and orally respond to requests for basic personal info. (e.g., name, occupation, daily schedule) as well as provide simple responses to questions (e.g., "How was class today?", "What do you usually do on the weekend?") in present and past tenses employing formal (-desu/-masu) speech style. The notion that all predicates (i.e., adjectival, nominal, as well as verbal) in Japanese conjugate for both tense and style is a concept that students find quite challenging to grasp initially, let alone produce orally, with some degree of fluency/accurate pronunciation. Therefore, this grammatical topic is heavily focused on (in class lectures/textbook) and practiced (through classroom activities/homework assignments) in all Japanese 1 sections throughout the latter half of the course, when it gets introduced. This has likely resulted in the</p>	<p>Action: Due to the relatively high number of students enrolled in our Japanese 1 courses (An average of. 29-30 students per section in Fall 2013), maintain our current success rates in this SLO by continuing to provide students with more opportunities to practice/hone their conversational skills both in (e.g., pair/group communicative tasks) and outside the classroom (e.g., Language Lab). (12/12/2014) Action Category: Teaching Strategies Follow-Up: Action plan carried out in Fall 2014 as stated (02/08/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>notably higher (85.49%) than expected (70%) success rate of this particular SLO. (09/11/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan, Nina Yoshida Faculty Contributing to Assessment: Mari Lopez, Yuki Minekawa, Kanzo Takemori, Yukiko Tsuboi</p>	
<p>SLO #2 - Upon completion of this course, successful students will read and write hiragana, katakana, and approx. 40 basic kanji characters and demonstrate comprehension of prepared (8-10 sentence) texts written in them.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Reading/Script recognition component of final exam (e.g. Reading/Writing of Kanji, particles). Standardized final exam component administered in all Japanese 1 sections for assessment of this particular SLO.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met SLO#2 covers the student's Reading skills in the language (i.e., reading/recognition of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). There were 7 sections of the Japanese 1 course offered in Fall 2016, with a total of 156 students participating in this particular SLO assessment. 124 out of the 156 students assessed had passed this SLO (i.e., 32 did not), with a success rate of 79%. Thus, the targeted success rate was achieved. (03/02/2017) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met SLO#2 covers the student's Reading skills in the language (i.e., reading/recognition/application of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). There were 7 sections of the Japanese 1 course offered in Fall 2015, with a total of 158 students participating in this particular SLO assessment. 103 out of the 158 students assessed had passed this SLO (i.e., 55 did not), with a success rate of only 65%. Thus, the targeted success rate was not achieved. (12/11/2015) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/15/2017) Action Category: Teaching Strategies</p> <p>Action: It was noted that success rates in 2 of the 7 sections assessed were markedly low, contributing to nearly half (50%) of the "unsuccessful" scores overall for this particular SLO. Developing a standardized system/rubric for use by all Japanese 1 section instructors to score/grade this final exam component may prove helpful in future assessments. (12/09/2016) Action Category: SLO/PLO Assessment Process</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>SLO#2 covers the student's Reading skills in the language (i.e., reading/recognition of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). There were 6 sections of the Japanese 1 course offered in Fall 2014, with a total of 174 students participating in this particular SLO assessment. 135 out of the 174 students assessed had passed this SLO (i.e., 39 did not), with a success rate of 77%. Thus, the targeted success rate was achieved. (12/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/11/2015)</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>not), with a success rate of 78.24%.</p> <p>In terms of specific language skills, SLO#2 for Japanese 1 may be summarily described as covering the student's reading/recognition of the Japanese writing system/orthography (i.e., Hiragana, Katakana, selected Kanji). Namely SLO#2 covers the student's level-appropriate written skills in the language at the "passive"</p> <p>All seven sections had uniformly conducted their oral (covering SLO#1) and written (covering SLO#2 and #3) exams at two separate class meeting dates. All had conducted their oral exams during the final week of the semester as well. However, it was later learned that two sections had administered their written exams earlier than finals week. The fact that the assessments covering SLO#2 and #3 were given earlier than the final week may have impacted the resulting scores/success rates of students in these two sections, and this was indeed the case: In the two sections noted, the success rate %s for SLO #2 and #3</p>	<p>Action: Administer all SLO assessments (both oral and written exams) during the final week of the semester, to ensure uniformity in the fact that all results are measuring student "outcome" or course completion skills. (09/11/2014)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: In Fall 2014, SLO assessments in all sections of Japanese 1 were administered during final week of semester. Action plan completed as stated. (02/08/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>were at a significantly lower-than-expected 48% and 30%, respectively.</p> <p>To ensure the validity of future assessment results, we seek to resolve this issue of (assessment) timing by the next assessment cycle. (09/11/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida</p> <p>Faculty Contributing to Assessment: Mari Lopez, Yuki Minekawa, Kanzo Takemori, Yukiko Tsuboi</p>	
	<p>Homework Problems - TEST - Adding new assessment method</p> <p>Standard and Target for Success:</p> <p>TEST</p> <p>Additional Information:</p>		
<p>SLO #3 - Upon completion of this course, successful students will Compose simple sentences and responses to questions employing hiragana, katakana, and learned kanji appropriately.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Writing/Grammar component of final exam (e.g. Written personal responses to oral/written questions, verb/adjective conjugations for tense/style)</p> <p>Standardized final exam component administered in all Japanese 1 sections for assessment of this particular SLO.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>SLO#3 covers the student's level-appropriate Written skills in the language (i.e., writing/production of text employing the Japanese orthography), including knowledge of its grammar and vocabulary as necessary to do so. There were 7 sections of the Japanese 1 course offered in Fall 2016, with a total of 156 students participating in this particular SLO assessment: 112 out of the 156 students had passed this SLO (i.e., 44 did not), with a success rate of 72%. Compared to SLO#2, which may be said to cover the student's level-appropriate mastery of written Japanese at a "passive" (reading/recognition) level, SLO#3 does so at an "active" (writing/production) one. Written Japanese involves the appropriate use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji) Therefore, the degree of difficulty would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the slight decrease in success rates from SLO 2--> 3 (79% --> 72%) is not surprising in the case of Japanese, given its orthography. Still, the targeted success rate was achieved. (03/02/2017)</p> <p>% of Success for this SLO:</p>	<p>Action: Maintain current (i.e., higher than targeted 70%) success rates, by assigning more writing exercises (e.g., in-class or as homework) throughout the semester, so that students can practice their writing skills more, as it appears to be the most challenging among the three SLOs for our students to achieve. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met SLO#3 covers the student's level-appropriate Written skills in the language (i.e., writing/production of text employing the Japanese orthography), including knowledge of its grammar and vocabulary as necessary to do so. There were 7 sections of the Japanese 1 course offered in Fall 2015, with a total of 158 students participating in this particular SLO assessment: 94 out of the 158 students had passed this SLO (i.e., 64 did not), with a success rate of 59%. Compared to SLO#2, which may be said to cover the student's level-appropriate mastery of written Japanese at a "passive" (reading/recognition) level, SLO#3 does so at an "active" (writing/production) one. Written Japanese involves the appropriate use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji) Therefore, the degree of difficulty would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the slight decrease in success rates from SLO 2--> 3 (65% --> 59%) is not surprising in the case of Japanese, given its orthography. However, the targeted success rate was not achieved. (12/11/2015) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met in the language (i.e., writing/production of text employing the Japanese orthography), including knowledge of its grammar and vocabulary as necessary to do so. There were 6 sections of the Japanese 1 course offered in Fall 2014,</p>	<p>Action: It was noted that success rates in 2 of the 7 sections assessed were markedly low, contributing to nearly half (50%) of the "unsuccessful" scores overall for this particular SLO. Developing a standardized system/rubric for use by all Japanese 1 section instructors to score/grade this final exam component may prove helpful in future assessments. (12/09/2016) Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Maintain current (i.e., higher than targeted 70%) success rates, by assigning more writing exercises (e.g., in-class or as homework) throughout the semester, so that</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>with a total of 173 students participating in this particular SLO assessment: 131 out of the 173 students had passed this SLO (i.e., 42 did not), with a success rate of 75%. Compared to SLO#2, which may be said to cover the student's level-appropriate mastery of written Japanese at a "passive" (reading/recognition) level, SLO#3 does so at an "active" (writing/production) one. Written Japanese involves the appropriate use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji) Therefore, the degree of difficulty would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the slight decrease in success rates from SLO 2--> 3 (77% --> 75%) is not at all surprising in the case of Japanese, given its orthography. Still, the targeted success rate was achieved. (12/12/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: David Shan, Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>students can practice their writing skills more, as it appears to be the most challenging among the three SLOs for our students to achieve. (12/11/2015) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met 133 out of the 193 students had passed this SLO (60 did not), with a success of 68% In terms of specific language skills, SLO#3 for Japanese 1 may be summarily described as covering the student's levelappropriate 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. Written Japanese involves the use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji) that students need to acquire the reading/writing of on an individual character basis initially, then increase fluency in, to do so at the sentence level. Therefore, the degree of difficulty in producing proper written Japanese would</p>	<p>Action: Administer all SLO assessments (both oral and written exams) during the final week of the semester, to ensure uniformity in the fact that all results are measuring student "outcome" or course completion skills. (12/12/2014) Action Category: SLO/PLO Assessment Process Follow-Up: In Fall 2014, assessment of all three SLOs for Japanese 1 were conducted the final week, so this action has been carried out and completed as planned. (02/06/2015)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>naturally be 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-->2--> 3 was not surprising, since each language skill (i.e., speaking/listening --> reading --> writing) gets progressively more “difficult” to master in the case of Japanese, due to its unique orthography.</p> <p>As mentioned in the Data Analysis & Discussion section for SLO#2, there were two out of the seven Japanese 1 sections that had administered their written exams earlier than finals week, resulting in noticeably lower success rate %s for SLO #2 and #3 by the students in these two particular sections (i.e., 48% and 30%, respectively). Thus, we seek to address this inconsistency by the next assessment cycle.</p> <p>(09/11/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida</p> <p>Faculty Contributing to Assessment: Mari Lopez, Yuki Minekawa, Kanzo Takemori, Yukiko Tsuboi</p>	

ECC: JAPA 21 :Beginning Conversational Japanese

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, successful students will converse in natural, colloquial Japanese within the limits of vocabulary and structures acquired in beginning Japanese 1 and 2 levels.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Speaking component of final exam. In pairs, students were asked to prepare and present a brief dialogue (6-7 exchanges) with one of their classmates, based on the given communicative task (i.e., Set up an app't [time/date] by phone for a part-time job interview in Japan and respond to 2-3 inquiries regarding qualifications). Students were instructed to employ the conversational format and culturally appropriate speech style/expressions learned in class for this situation.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met All 10 out of the total 10 students assessed had passed this SLO, with a 100% success rate. The targeted success rate was clearly achieved and surpassed. Frequent and consistent practice in class of the communicative task/conversational format assessed is attributed to this ideal success rate. (03/02/2017) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly change the given communicative task in future assessments to ensure it more comprehensively covers course topics. (12/15/2017) Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of the course, successful students will comprehend questions on everyday topics and social situations in Japanese society (e.g., work, school, social life) and provide simple responses to them in a culturally appropriate manner.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Listening comprehension component of final exam. Students were directed to respond orally, in a culturally appropriate manner, to 6-8 questions inquiring about their interests/hobbies, career/academic goals, daily life/practices. Japanese 21 students were allowed to provide brief, simple sentence responses (as opposed to Japanese 22 students, who were required to give longer, more elaborated ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met All 18 out of a total of 18 students assessed had passed this SLO, indicating a 100% success rate. Thus, the targeted success rate was clearly surpassed. (02/08/2016) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuka Kltazono</p>	<p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure the assessment covers course topics more comprehensively. (12/05/2016) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Additional Information:</p> <p>Exam/Test/Quiz - Listening comprehension component of final exam. After listening to a brief recorded conversation (of 9-10 exchanges) between two native Japanese speakers, students were directed to write out their responses (in English) to 5-7 questions inquiring about the contents of what they heard. Japanese 21 students were allowed to provide brief, simple sentence responses (as opposed to Japanese 22 students, who were required to give longer, more elaborated ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Only 5 out of the total 9 students assessed had passed this particular SLO (4 did not), resulting in 56% success rate (which did not meet the 70% expected). The 4 who were unsuccessful appeared to have been unable to comprehend and process speech uttered at native-speaker speeds. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Increase students' frequency of exposure/input to authentic Japanese native-speaker speech to improve their listening comprehension skills. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: JAPA 22 :Intermediate Conversational Japanese

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, successful students will converse with fluency in natural, colloquial Japanese within the limits of vocabulary and structures acquired in beginning Japanese 2 and intermediate Japanese 3-4 levels.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Students were first directed to make a brief (2-3 minute) oral presentation introducing themselves. Next, they were asked to respond in a culturally appropriate manner (as if conversing with a native Japanese speaker) to 6-8 follow-up questions regarding the content of their self-introduction. Japanese 22 students were required to provide longer, more detailed/elaborated responses (as opposed to Japanese 21 students, who were allowed to give brief/simple ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>6 out of a total of 8 students assessed had passed this SLO (2 did not), with a success rate of 75%. Thus, the targeted success rate was achieved. The two who were unsuccessful in achieving this SLO were only able to articulate very brief/simple responses to interview questions (as appropriate for Japanese 21, but not the 22 level) (12/07/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuka Kitazono</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly add new questions to ensure assessment more comprehensively covers course topics. (12/05/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Speaking component of final exam. In pairs, students were asked to prepare and present a brief dialogue (8-10 exchanges) with one of their classmates, based on the given communicative task (i.e., Customer negotiates with store manager for return and refund of defective purchased item.). Students were instructed to employ the conversational format and culturally appropriate speech style/expressions learned in class for this situation.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>All 3 out of the total of 3 students assessed had passed this SLO, with a 100% success rate. The targeted success rate was clearly achieved and surpassed. Frequent and consistent practice in class of the communicative task/conversational format assessed is attributed to this ideal success rate. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly change the given communicative task in future assessments to ensure that course topics are covered more comprehensively. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Additional Information:			
<p>SLO #2 - Upon completion of the course, successful students will comprehend questions on everyday topics and social situations in Japanese society (e.g., work, school, social life) and provide full responses to them in a culturally appropriate manner.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Listening comprehension component of final exam. Students were directed to respond orally, in a culturally appropriate manner, to 6-8 questions inquiring about their interests/hobbies, career/academic goals, daily life/practices. Japanese 22 students were required to provide longer, more detailed/elaborated responses (as opposed to Japanese 21 students, who were allowed to give brief/simple ones). Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met All 8 out of a total of 8 students assessed had passed this SLO, indicating a 100% success rate. Thus, the ideal success rate was achieved. That “listening” or the ability to comprehend what one hears in the target language, may be considered a more “passive” skill than to “actively” speak or produce an appropriate response to it, might explain the notably higher success rates in SLO#2 (100%) compared to SLO#1 (75%) (12/07/2015) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuka Kitazono</p>	<p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure that the assessment more comprehensively covers course topics. (12/05/2016) Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Listening comprehension component of final exam. After listening to a brief recorded conversation (of 9-10 exchanges) between two native Japanese speakers, students were directed to write out their responses (in English) to 5-7 questions inquiring about the contents of what they heard. Japanese 22 students were required to provide longer, more detailed/elaborated responses (as opposed to Japanese 21 students, who were allowed to give brief/simple ones). Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met All 3 out of the total of 3 students assessed had passed this SLO, indicating a 100% success rate. Thus, the targeted success rate was clearly surpassed. (03/02/2017) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure that the assessment more comprehensively covers course topics. (12/15/2017) Action Category: Teaching Strategies</p>

ECC: JAPA 3:Intermediate Japanese I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Converse in Standard Japanese in a culturally appropriate manner (e.g., using appropriate speech style and perspective) with Japanese speakers about everyday life situations (e.g., employment, traveling, gift-giving). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 3 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Oral interviews, individually conducted with each student by instructor, consisting of 10-15 randomly selected questions (out of a prepared pool of 25), which the student must respond to employing the correct grammatical structure (learned in course) and in the culturally appropriate speech style (i.e., informal/casual or formal/polite), as prompted. Each student was allotted 5 mins. to answer up to 10 questions correctly to receive a passing score (70% or above) on this particular assessment.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2016, with a total of 34 students participating in this particular SLO assessment. 32 out of the 34 students assessed had passed this particular SLO (Only 2 did not), with a success rate of 94%.</p> <p>As the success rate of 94% was considerably higher than the initially anticipated 70%, it appears nearly all students had achieved level-appropriate proficiency in their Japanese conversational skills at course completion.</p> <p>Typically, students who enroll in Japanese courses at the intermediate level (i.e., Japanese 3 or 4) are either doing so to fulfill major requirements, or have a strong interest in and aptitude for learning the language; thus, they tend to be highly motivated to succeed in the course. Such factors likely contributed to the high success rate of students on this particular SLO. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2015, with a total of 40 students participating in this particular SLO assessment. 35 out of the 40 students assessed had passed this particular SLO, with a success rate of 88%.</p> <p>As the success rate of 88% was considerably higher than anticipated initially (70%) it appears nearly all students achieved level-appropriate proficiency in their Japanese conversational skills at course completion.</p> <p>Typically, students who enroll in Japanese courses at the intermediate level (i.e., Japanese 3 or 4) are either doing so to fulfill major requirements, or have a strong interest in</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/07/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>and aptitude for learning the language; thus, they tend to be highly motivated to succeed in the course. Such factors likely contributed to the high success rate of students on this particular SLO. (12/07/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p>	
<p>SLO #2 - Read and write hiragana, katakana, and approx. 200 kanji characters and demonstrate comprehension of longer (3-4 paragraph) prepared narratives and texts (e.g., diaries, travelogues, social letters, advice columns) written in them.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 11/20/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Reading component of final exam consisting of a four-paragraph reading passage containing approx. 125 (out of the 200) learned Kanji, followed by content comprehension questions. Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met There were two sections of Japanese 3 in Fall 2016, with a total of 34 students participating in this particular SLO assessment. 28 out of the 34 students assessed passed this particular SLO (i.e., 6 did not) with a success rate of 82%. As the success rate of 82% was notably higher than the initially anticipated 70%, it appears nearly all students had achieved level-appropriate proficiency in their Japanese reading skills at course completion. The reading passage used in the assessment was based on a subject that many students were interested in or familiar with (i.e., a popular Japanese anime character), and this may have contributed to the high rate of comprehension of its content. (03/02/2017) % of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/15/2017) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met There were two sections of Japanese 3 in Fall 2015, with a total of 40 students participating in this particular SLO assessment. 35 out of the 40 students assessed passed this particular SLO (i.e., 5 did not) with a success rate of 88%. As the success rate of 88% was considerably higher than anticipated initially (70%) it appears nearly all students achieved level-appropriate proficiency in their Japanese</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/07/2016) Action Category: Teaching</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>reading skills at course completion.</p> <p>The reading passage used in the assessment was based on a topic that many students were interested in or already familiar with (i.e., a popular Japanese anime character), and this may have contributed to the high rate of comprehension of its content. (12/09/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met There was only one section of Japanese 3 in Fall 2014, with a total of 29 students participating in this particular SLO assessment. 26 out of the 29 students assessed passed this particular SLO (i.e., 3 did not) with a success rate of 90%.</p> <p>As the success rate of 90% was considerably higher than anticipated initially (70%) it appears nearly all students achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>The reading passage used in the assessment was based on a topic that many students were interested in or already familiar with (i.e., a popular Japanese anime character), and this may have contributed to the high rate of comprehension of its content. (12/11/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Strategies</p> <hr/> <p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/10/2015) Action Category: Teaching Strategies</p>
SLO #3 - Compose a short essay in Japanese that develops a given theme (e.g., a memorable experience/favorite place/biographical account of someone) in 2-3 related paragraphs, using learned kanji, vocabulary,	Exam/Test/Quiz - Writing section of final exam consisting of a 400 character (3-4 paragraph) essay on one of three given topics: "My Favorite Place", "My Dream" or "My Future". Students were instructed to employ as much as possible the	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met There were two sections of Japanese 3 in Fall 2016, with a total of 34 students participating in this particular SLO assessment. 30 out of the 34 students assessed passed this particular SLO (i.e., 4 did not) with a success rate of 88%.</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>idiomatic/cultural expressions, and structures appropriately.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>new grammar structures and vocabulary/expressions they were introduced to during the course in their essays, as well as a minimum of 50 learned Kanji.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p> <p>Additional Information:</p>	<p>Because producing a coherent, well-formed written sentence in Japanese involves correctly applying 3 separate scripts (i.e., Hiragana, Katakana, and Kanji) as well as knowing its vocabulary and grammar, it is considerably more "challenging" to produce 2-3 paragraphs of (accurate and cohesive) text in Japanese than in a Roman alphabet-based language (e.g., English).</p> <p>Still, the targeted success rate was achieved and surpassed. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2015, with a total of 40 students participating in this particular SLO assessment. 32 out of the 40 students assessed passed this particular SLO (i.e., 8 did not) with a success rate of 80%. Because producing a coherent, well-formed written sentence in Japanese involves correctly applying 3 separate scripts (i.e., Hiragana, Katakana, and Kanji) as well as knowing its vocabulary and grammar, it is considerably more "challenging" to produce 2-3 paragraphs of (accurate and cohesive) text in Japanese than in a Roman alphabet-based language (e.g., English). Thus, the slight decrease in the success rate for this particular SLO is not at all surprising in the case of Japanese, given its orthography. Still, the targeted success rate was achieved and surpassed. (12/09/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2014, with a total of 29 students participating in this particular SLO</p>	<p>textual organization/cohesion in Japanese. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Change assessment method from "Written section of final exam" to "Final writing assignment" to be assigned prior</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>assessment. Only 15 out of the 29 students assessed passed this particular SLO (i.e., 14 did not) with a success rate of just 52%.</p> <p>Among essays judged “unacceptable” in achieving SLO#3, the reasons were primarily mechanical: Either they fell below the designated length (400 characters) or did not employ the designated number of Kanji (50 characters) in them. Otherwise, these were achieved but at the expense of numerous spelling/grammatical accuracies, and lack of textual cohesion/organization.</p> <p>Because producing a coherent, well-formed written sentence in Japanese involves correctly applying 3 separate scripts (i.e., Hiragana, Katakana, and Kanji) as well as knowing its vocabulary and grammar, it is considerably more “challenging” to produce 2-3 paragraphs of (accurate and cohesive) text within a limited time (i.e., an in-class final exam) in Japanese than in a Roman alphabet-based language (e.g., English). Thus, allowing students more time and/or resources (e.g., access to textbook/dictionaries to self-check for possible spelling, grammar errors) to complete this assessment, may lead to higher success rates in the future for this particular SLO. (12/11/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida Related Documents: Japn 3 SLO3 Assessment Rubric</p>	<p>to, but with the final draft due finals week or on day of course final exam. (12/10/2015) Action Category: SLO/PLO Assessment Process</p>

ECC: SPAN 2:Elementary Spanish II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 2, successful students will converse in and comprehend Spanish using the simple past tenses (Preterite/ Imperfect), and Future tense about everyday topics, such as description and narration about childhood and other stages of life, celebrations and social life, within the limits of vocabulary appropriate to beginning Spanish 2.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - Oral exam. Instructors assessed their students through an oral exam during which each student was asked about and discussed everyday topics within the limits of vocabulary and structures appropriate to beginning Spanish 2.</p> <p>Standard and Target for Success: Students get 70% of all categories listed on a rubric.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 55 students, 53, or 96%, were Acceptable and 2, or 4%, were Unacceptable. The results in this SLO improved a little over Fall 2016 (1% better) and show that the consistent use of the same tools and rubric across all sections has helped to assess all our students successfully. Obviously, heritage speakers positively impact this SLO. However, the overall superb results demonstrate that our speaking practice methods are indeed helping all students, native and non-native alike, meet this target. (12/15/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Cynthia Villanueva and Roberto Jiménez</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Assessment consisted of oral presentations, one on one conversations with the instructor or recorded answers to written questions, The results of the assessments indicate that out of a total of 70 students 65 (93%) passed while a small number, 5 (7%) of the students were not able to pass.</p> <p>Overall, students performed well in this objective. 93% passed and only 7% did not. Meaning, only 5 students were incapable of demonstrating the ability to converse at the targeted range of "Intermediate-Low" Why 5 students weren't able to pass is difficult to speculate. Poor preparation and possibly an inability or negligence in terms of learning the vocabulary and structures required to communicate at this level are most likely a major factor in their failure.</p> <p>CS 2/2/2016 (02/03/2016)</p> <p>% of Success for this SLO:</p>	<p>Action: More oral practice in class by encouraging students to speak Spanish during the class. Also, encourage oral participation by providing opportunities to present relevant topics of their choice to their classmates. (03/09/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Confirm that current oral practice methods continue to be conducive to meeting target of SLO #1. (01/09/2018)</p> <hr/> <p>Action: Encourage more and more usage of the language in class incorporating the vocabulary and structures learned. Conversing is a skill. The more practice the better the ability to engage in a conversation. (02/03/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Compare results from Fall semester 2015 to those of Fall 2016 and determine if Action plan was successful based on higher success rates; although, the success rate has been fairly good here. (02/03/2017)</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Assessment Leader: Sotolongo</p> <p>Faculty Contributing to Assessment: Andrade, Class</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>56 out of 57 students passed this SLO (1 did not), with a success rate of 98%.</p> <p>The repetitive speaking practice, which students partake in during each class session, clearly enabled them to discuss a variety of topics with more ease at the end of the semester.</p> <p>Given that the success rate (98%) was significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end.</p> <p>Note that there may be differences in the total number of students evaluated between SLOs and not all students completed each SLO. (01/26/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Francisca Mejia</p> <p>Faculty Contributing to Assessment: Alicia Class and Carmen Sotolongo</p> <p>Related Documents:</p> <p>Conversation Rubric.docx</p>	<p>Action: Consider assessing heritage speakers for proper placement in upper levels of the program or in the heritage speakers' classes. (01/27/2015)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: Continue to provide ample communicative opportunities in class as well as make use of the speaking activities (online recording) that the digital platform we currently use- Panorama Supersite- provides. (01/26/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Presentation/Skill Demonstration -</p> <p>Assessment consisted in oral presentations, one on one conversations with the instructor or recorded answers to written questions, the content of which were not disclosed before the examination. recorded oral assessments were completed in the foreign language lab on campus.</p> <p>Standard and Target for Success:</p> <p>Targeted range is Intermediate-low for Spanish 2: meaning a minimum of 3 points for each of the categories</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>described below.</p> <p>For SLO 1: Spanish 2 Speaking Rubric breaks down into the following categories: 1. Task (How well does the speaker complete the task?) 2. Comprehensibility (How well do others understand the speaker) 3. comprehension (How well does the listener understand others) 4. Vocabulary use (How extensive and applicable is the speakers vocabulary?) 5. Language Control (How accurate is the speaker's language: grammar/syntax) 6. Fluency/Communication Strategies (How well does the speaker keep the conversation going?) The rating system is as follows: Exceeds Expectations (Intermediate-Mid 4 pts.) Meets Expectations (Intermediate-Low: 3 pts.) Approaches Expectations (Novice-High: 2 pts.) Below Expectations (Novice-Mid 1pt.)</p> <p>Additional Information: 93% of students who completed this were able to meet the targeted range. The 5 students (7%) who did not were poorly prepared. The importance of completing the homework & keeping up with the material should not be understated. Students who failed this objective tend to be the same ones who did not keep up with the work or have good study habits. Not learning the grammatical structures or vocabulary prevented them from being able to hold a simple conversation in Spanish.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 - Upon completion of Spanish 2, successful students will read and comprehend short paragraphs in Spanish on topics such as food, health and well-being, housing, city life, personal relationships, and celebrations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Instructors assessed their students through a reading comprehension text on topics such as food, health and well-being, housing, city life, personal relationships, and celebrations. Readings were within the limits of structures appropriate to beginning Spanish 2. This activity was part of the final exam.</p> <p>Standard and Target for Success: Students answer 70% of the answers correctly.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 55 students, 96% were Acceptable, and 2, or 4% were Unacceptable. The results in this SLO have increased by 9 points from a year ago. The instructors have agreed that this increase is largely due to the students' active participation in class marked by the completion of all or most of the reading assignments, and overall dedication to the class.</p> <p>The consistent exposure of our students to reading assignments clearly contribute to the beneficial practice of reading skills, as long as, of course, they are completed by the student/students. (12/15/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Cynthia Villanueva and Roberto Jiménez</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students were given an article to read after which they had to answer comprehension questions in Spanish. The results for this objective were similar to those of SLO 1. There were 70 students who took the reading comprehension test and out of the 70 students 65 students (93%) passed and 5 students (7%) failed. Students who were not well prepared for this exam, (those who did not learn their vocabulary nor grammatical structures) were incapable of reading a story or article and understanding it well enough to answer comprehension questions accurately.</p> <p>Course of action for this would be similar to SLO 1. Students need to be reminded of the importance of learning their vocabulary and studying (learn) the grammatical structures that carry this vocabulary. They will need more practice in class and as homework. We also must be stricter about the way we grade their work to encourage them to always improve. (02/03/2016)</p>	<p>Action: Encourage consistent short reading assignments from the textbook done in class to further develop reading skills the students will need in order to be more successful with online and in-class reading assignments. (03/09/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Overall students performed well here. For weaker students more emphasis on the grammatical structures and the learning of the vocabulary should be stressed in the classroom and reflected the homework assignments. With a stronger base and broader vocabulary they would be able to comprehend what they are reading. (02/03/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>% of Success for this SLO: Faculty Assessment Leader: Sotolongo Faculty Contributing to Assessment: ANDRADE, CLASS</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 52 out of 61 students passed this SLO (9 did not) with a success rate of 85%.</p> <p>Given that the success rate (85%) was higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (01/26/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Francisca Mejia Faculty Contributing to Assessment: Alicia Class and Carmen Sotolongo</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 online (using the Supersite reading assignments) activities. (01/26/2015) Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Students read in-class a story or essay and answered comprehension questions after reading the story or essay. Standard and Target for Success: Reading comprehension test was graded on a traditional scale 90 - 100%, 80-89% etc. Students with scores of 70% or better passed. Additional Information: 93% of the students who took this exam passed, 5 students (7%) failed. Students who were not well prepared for this exam, (those who did not learn their vocabulary nor grammatical structures) were incapable of reading a story or article and understanding it well enough to answer comprehension questions accurately. the same students who performed poorly in SLO 1 performed poorly in this SLO. Students need a strong grammatical and vocabulary foundation to do</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>well here. More emphasis on teaching & learning the vocabulary and grammar should be considered.</p> <p>Exam/Test/Quiz - In class written story or article to be read followed by comprehension questions.</p> <p>Standard and Target for Success: Comprehension questions were graded based on a scale of 90-100=A, 80-89=B, 70-79=C. The targeted score was for 70%.</p> <p>Additional Information: The topic was not disclosed beforehand, but was based on familiar topics covered throughout the semester.</p>		
<p>SLO #3 - Upon completion of Spanish 2, successful students will write a three- paragraph essay in Spanish describing and narrating in the past about childhood and other stages of life, celebrations and social life using the Preterite and Imperfect, Present Subjunctive tenses.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Instructors assessed their students through a guided writing activity where they had to write three paragraphs in Spanish describing and narrating in the past about childhood, and other stages of life, celebrations and social life using the Preterite and Imperfect, and present subjunctive tenses. This activity was part of the final exam.</p> <p>Standard and Target for Success: Students get 70% of all categories listed on a rubric.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 55 students, 53, or 96% were Acceptable, or 4% were Unacceptable. The results in this SLO are 11 points better than the last time this course was assessed. The constant in-class and online writing assignments seem to be leading students into passing this particular SLO. Moreover, quick one-to-one writing "corrections" from the instructor (when time allows) gives students an on-the-spot overview of their writing weaknesses. If this is done consistently, it would certainly help with their end-of-semester writing results. Nevertheless, it is imperative that students complete all assignments in order for them to receive the practice needed to be successful in this SLO. (12/15/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Cynthia Villanueva and Roberto Jiménez</p>	<p>Action: There has been a significant improvement in this SLO. Therefore, we need to encourage all instructors to continue assigning writing assignments every lesson so that more students meet the target in this SLO. (03/09/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students were given a topic on which to write in class. They</p>	<p>Action: More writing practice assigned per chapter may be helpful. Emphasis on structure and building of vocabulary will also</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>had to exhibit mastery of the Indicative and Subjunctive moods correctly.</p> <p>70 students wrote compositions in which 53 of the 70, (76%) did very well. 17 students, constituting 24%, did poorly. This learning objective is the most difficult, as the results indicate, to master. Any imperfection in the language will be evident in an essay/composition format. The students who did poorly on the composition for the most part were the same students who did not do well in the class overall. (02/03/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Sotolongo Faculty Contributing to Assessment: ANDRADE, CLASS</p>	<p>help. CS 2/2/2016 (05/04/2016) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>50 out of 61 students passed this SLO (11 did not) with a success rate of 82%.</p> <p>The degree of difficulty in writing in (in a foreign language) coherent and grammatically correct paragraphs is greater than reading/ recognizing text that makes up a reading. Thus, the decrease in success rates from SLO 2 (85%) to SLO 3 (82%).</p> <p>Albeit, the success rate (82%) was higher than expected (70%). Students appear to have been successful in achieving this SLO by course's end. (01/26/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Francisca Mejia Faculty Contributing to Assessment: Alicia Class and Carmen Sotolongo Related Documents: Writing Rubric for Spanish SLOs.docx</p>	<p>Action: Composition in a foreign language is difficult to master, especially after having just completed 2 semesters. Considering the results more than 70% of the students were able write an acceptable composition. Continue to help students with structure and grammar. (02/03/2016) 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, the imperfect and imperfect, the future, and the present subjunctive tenses would be included). (01/27/2015) Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>Action: Provide more communicative writing opportunities in class and allot time for brief individual conferences to review students' writing. Provide more online writing activities (through Supersite assignments) and encourage students to seek additional help during their instructor's office hours. (01/26/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Compare results from 2016 with 2015. Determine action plan based on comparison. (02/03/2017)</p>
<p>SLO #4 - Upon completion of Spanish 2, successful students will demonstrate developing awareness of Hispanic culture, values and traditions such as coming of age at fifteen parties (quinceañera), day of the dead, saint day celebration, etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Instructors assessed their students through a multiple choice test/ open ended questions as part of the final exam.</p> <p>Standard and Target for Success: Students answer 70% of the answers correctly.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 55 students, 53, or 96% were Acceptable, and 2, or 4%, were Unacceptable. There was an increase in the results in this SLO since the last time this course was assessed. This demonstrates that our approach to the assessment of the cultural component is clearly producing good results. (12/15/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Cynthia Villanueva and Roberto Jiménez</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>64 students were assessed, 59 passed (92% NOT 84%), and 5 failed (8%).</p> <p>The 5 students who were not able to master this learning objective probably just didn't study sufficiently.</p>	<p>Action: Consistent assignment of online homework from cultural sections of the Supersite should be encouraged to keep/improve the good results of this SLO. (03/09/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: 92% of students passed. This is significantly higher than previously. Continue the good work. Reassess next year to determine if any changes need to be made. (02/03/2017)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>(02/03/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sotolongo</p> <p>Faculty Contributing to Assessment: Andrada , Class</p>	<p>Strategies</p> <p>Follow-Up: Results were very good for 2015. Compare to 2016 and determine if any changes are needed in SLO4 for Spanish 2. (02/03/2017)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>58 out of 61 students passed this SLO (3 did not), with a success rate of 95%.</p> <p>Discussions of Hispanic culture are emphasized in class. Instructors also supplement lectures with power points about specific cultural points, for example, Hispanic cuisine. In addition, the cultural readings found in the textbook serve as an excellent springboard to discussions of the many and diverse aspects of the Hispanic culture.</p> <p>Again, given that the success rate (95%) was significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (01/26/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Francisca Mejia</p> <p>Faculty Contributing to Assessment: Alicia Class and Carmen Sotolongo</p>	<p>Action: Continue promoting and bringing the Spanish culture into our language classes both through our face- to- face class meetings and through the online culture-related assignments available on the Panorama Supersite. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Students were tested on cultural elements of the Spanish speaking world by taking an in-class exam. the cultural material tested came from the cultural components in the textbook as well as any other cultural information that was presented in the lectures. The exams consisted of short answer and multiple choice type questions.</p>		
	<p>Standard and Target for Success:</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Students were graded on the accuracy of their responses. Tests were graded in a traditional 90-100 =A 80-89=B etc. The targeted score for this category was a test score of 70% or better. That's to say 70% of the questions had to be answered correctly.</p> <p>Additional Information: 64 students were assessed, 59 passed (92% , and 5 failed (8%).</p> <p>The 5 students who were not able to master this learning objective probably just didn't study sufficiently. In the future students should be encouraged to develop better studying habits and keep up with the work in a timely manner. All in all these results are good and we should continue along the same path, fine tuning it along the way as necessary. Bravo colleagues !</p>		

ECC: SPAN 4:Intermediate Spanish II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 4, successful students will converse with some ease and correctness with native Spanish speakers or speakers of Spanish with native-like abilities in daily situations as well as cultural aspects of Hispanic countries such as Latin American and Spanish cinema, transportation and technology, education etc. Students should show the ability to use the preterit and imperfect tenses from the indicative mood correctly as well as the present, imperfect, present perfect and pluperfect tenses of the subjunctive mood when speaking.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Oral exam covering past, present, future using both the Subjunctive and Indicative moods correctly.</p> <p>Standard and Target for Success: 70% of students should score a C or higher.</p> <p>Additional Information:</p> <p>Related Documents: Spanish 4 SLO Fall 2015.docx</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% (8/8) of the students were able to converse with ease and correctness. The majority of the students were native Spanish speakers, with one non-native student having very good fluency and another having excellent fluency. (02/11/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students who were in the class and tested were able to converse in Spanish with no interference from any other language. All the students were native speakers except for one non native speaker who had native like fluency. Students were tested in the foreign language lab where they answered a very in depth question about their goals, future plans and hypothetical situations pertaining to their goals, both personal and professional. The success rate here is probably attributed to the fact that usually at this level students are already fluent, hence this SLO can be somewhat unnecessary for some classes. The Proficiency-based Rubric for OPI-based questions was used: The Scoring system consisted of the following breakdown: +5 = Native speaker, +4 = Communicating beyond level Spanish 4 (Most heritage speakers are at this level), +3 = At target level Target level IS, Intermediately/Mid-high, +2 = Approaching Target level, +1 = Below target level. ALL students in this class ranked above target level. (01/30/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p> <p>Faculty Contributing to Assessment:</p> <p>Related Documents:</p>	<p>Action: Continue to emphasize in-class conversations and oral presentations. (02/11/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Emphasis on oral competency has had a positive impact on the students' results. (02/17/2017)</p> <hr/> <p>Action: Same assessment methods should continue and be in place. (01/30/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Follow up to take pace one year from now. (01/30/2016)</p>

Course SLOs	Assessment Method Description	Results	Actions
		Spanish 4 SLO Fall 2015.docx Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 100% of the students were able to converse in Spanish. Nine students were tested and all nine were able to converse in Spanish with minimal or no interference from their native languages. Success rate was due to the fact that the students came to the course already able to converse in Spanish and the goals were well defined throughout the semester. (12/02/2014) % of Success for this SLO: Faculty Assessment Leader: Carmen Sotolongo Faculty Contributing to Assessment: Carmen Sotolongo	Action: Maintain current teaching strategies. (12/01/2015) Action Category: Teaching Strategies
SLO#2 - Upon completion of Spanish 4, successful students will read and demonstrate in Spanish comprehension of authentic texts, including newspapers, printed and electronic articles and letters, and literature. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 11/20/2013 Inactive Date: Comments::	Exam/Test/Quiz - In-class written exam consisting of 12 in depth comprehension question about a short story they read out of class. Standard and Target for Success: 70% of students should score a grade of C or better. Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 88% (7/8 students) met the standard for this SLO. Students wrote an in-class essay as part of the final exam, based on a previously assigned reading. They had to present a detailed analysis of the story and discuss how it reflected the Hispanic culture. (02/16/2017) % of Success for this SLO: Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class	Action: Continue to give a variety of readings (short stories, poems, news articles) to expose students to different writing styles to ensure better comprehension of written material. (02/17/2017) Action Category: Teaching Strategies Follow-Up: Students were given further guidance in the analyses of their readings. This should continue to improve their comprehension of the text and to enhance their critical thinking skills. (02/17/2017)
		Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Students were given a short story to read, after which they answered comprehension questions. They were given an original version story written by a prominent Latin American writer called "El Gaucho Miseria" by Guiraldes. This story is a fable written in the late 19th century. All 12 students passed this test. All students were either native speakers or	Action: Since 100% of the students were able to complete this part of the assessment no action needed at this time. This was a particularly good class. Everyone was well prepared. (01/30/2016) Action Category: Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		<p>had native like abilities in the language, hence reading this story & answering comprehension and critical thinking questions did not pose much of a problem for this particular class. (01/30/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p> <p>Faculty Contributing to Assessment:</p>	<p>Follow-Up: Compare results next fall . If not all are native speakers, then what are the results? (01/30/2017)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Nine tested were tested from which 4 students received acceptable passing scores. 56% were unacceptable. The story given belonged to the Magic Realism genre and may have been too difficult from a conceptual and philosophical perspective for students who had not been exposed to this genre. The poor success rate may be attributed to this factor. 100% of the students were able to answer questions that were non philosophical in nature well but because some students were not able to answer the questions that were more complex the overall test score was low. Prior to this evaluation students had read and discussed magic realism stories in class. (11/25/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p> <p>Faculty Contributing to Assessment: Carmen Sotolongo</p>	<p>Action: In future classes assessment should focus less on the philosophical topics of Magic Realism or whichever genre is chosen as an assessment tool. Also students will be given more guidance on how to interpret the philosophical elements of stories. (11/24/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Students an in-class written exam based on the pre-assigned reading.</p> <p>Standard and Target for Success:</p> <p>88% (7/8) students met the standard with a B or better.</p> <p>Additional Information:</p>		
<p>SLO#3 - Upon completion of Spanish 4, successful students will write a composition in Spanish with a minimum of three paragraphs about themselves or others recounting their future plans and wishes employing the proper use of vocabulary and a</p>	<p>Essay/Written Assignment - In-class composition consisting of a minimum of three paragraphs in which students are to use appropriate verb tenses, mood and vocabulary.</p> <p>Standard and Target for Success:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>88% (7/8) students met the standards. Students wrote an in-class essay, as part of the final based on one of the six socially-conscious short films viewed in class throughout the semester. Using the targeted verb tenses of this course,</p>	<p>Action: Incorporate more of the rules of spelling and diacritical accent marks in the course. (02/17/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Ensure that students</p>

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<p>variety of verb tenses in the indicative mood (present, preterit, imperfect, future, conditional, perfect) as well as the present, past and perfect tenses of the subjunctive mood (describing their vision for themselves or other socially relevant current topics).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 11/20/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>70% of students should complete this task with a C grade or better.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>Spanish 4 SLO Fall 2015.docx</p>	<p>they wrote a three-paragraph summary of the film, in addition to giving a personal reaction. Moreover, if applicable, they also wrote about how they could personally relate to the plot.</p> <p>The one student who did not succeed in this SLO had poor spelling and the difficulty of breaking the bad habits of a heritage speaker who has not have formal education in Spanish. (02/17/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students were given a topic on which to write in class, exhibiting mastery of the past, present and future using all tenses in both the Indicative and Subjunctive moods correctly. The exam was administered in class; no books or notes were permitted. They did not know the topic beforehand. The compositions were graded using the Interpersonal Writing Assessment rubric for Spanish 3 which lends it self well to the needs of Spanish 4. The target range is Intermediate/Advance. The rubric used is divided into 6 categories: 1. Task (How well the writer completes the task) 2. Comprehensibility (How well does the reader understand the writer) 3. Vocabulary use (How extensive and applicable is his/her vocabulary) 4. Language control (How accurate are his/her grammatical structures) 5. Communication Strategies (How well does the writer respond to the prompt) 6. Mechanics (How accurately does the writer use correct spelling, capitalization and punctuation). +4 pts = Intermediate high, +3pts = Meets expectations: Intermediate-Mid, +2 = Approaches Expectations, Intermediate-Low and +1 pt. Below expectations: Novice-High</p> <p>Twelve students wrote compositions in which eleven of the twelve 92%, did very well. 1 student did poorly. Only one student failed this component. The student who failed is a native speaker and had done well on other</p>	<p>are being exposed to the rules and practice of spelling and diacritical accent marks. (02/17/2017)</p> <hr/> <p>Action: Most of the compositions for this class should be written in class. (01/31/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>compositions throughout the semester. That said, the other compositions could be done at home. This composition could not be prepared at home, so based on the results and comparing them to previous compositions by the same student I believe that this student may have done well at other times because she had help at home, and may not have done well had she prepared all of her compositions in class without any external help. (01/30/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Carmen Sotolongo Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Not Met Nine students wrote compositions in which 6 students did very well and 3 did not write an acceptable composition. Upon close inspection of the compositions I was able to conclude that all of the three students who did not an acceptable composition were incapable of using correctly the Perfect tenses, the Subjunctive mood, present, past and pluperfect forms. (12/02/2014) % of Success for this SLO: Faculty Assessment Leader: Carmen Sotolongo Faculty Contributing to Assessment: Carmen Sotolongo Related Documents: Spanish 4 SLO Fall 2015.docx</p>	<p>Action: Discuss the standards and curriculum of Spanish 1 - 3 with colleagues to improve grammar standards and prepare students for higher level Spanish courses. (12/01/2015) Action Category: Teaching Strategies</p>
	<p>Essay/Written Assignment - In-class composition consisting of a minimum of 3 paragraphs in which students were to use appropriate verb tenses, mood and vocabulary learned throughout the semester. Standard and Target for Success: Students are expected to reach the Intermediate-Mid/Advance range. Meaning that 1. the student is able to accomplish the task, 2. the audience is able to comprehend what was written, 3. the student uses extensive vocabulary, 4. is</p>		

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	<p>accurate in his/her grammatical structures, 5. shows he/she is able to respond to the prompt well and 6. uses correct spelling, capitalization and punctuation.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>Spanish 4 SLO Fall 2015.docx</p> <p>Essay/Written Assignment - In-class composition consisting of a minimum of three paragraphs or more in which students must use verb tenses, mood and vocabulary appropriately.</p> <p>Standard and Target for Success: A rubric was used to determine how well students accomplished the following: 1. Task, 2. Comprehensibility, 3. Vocabulary, 4. Language control (grammar). 5. Communication strategies. 6. Mechanics (spelling, capitalization and punctuation). See linked document for details.</p> <p>Additional Information:</p> <p>Essay/Written Assignment - Students wrote an in-class essay (part of the final exam) about one of the six socially-conscious short films that had been viewed in class. They used the targeted verb tenses of the semester by giving a summary, in addition to giving a personal reaction to the film and how, if applicable, they could relate to the plot.</p> <p>Standard and Target for Success: 88% (7/8) students met the standard with a B grade or better.</p> <p>Additional Information:</p>		