

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (HUM) - Foreign Languages

ECC: FREN 1:Elementary French I

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
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. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018) Input Date: 11/20/2013	Performance - Individual oral exam lasting 2-5 minutes based on a bank of questions. Standard and Target for Success: Students should achieve 70% pass rate.	Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 84.6% of French 1 students met SLO1 above expectations. These very good results are due constant oral practice in the classroom which will continue given the results yielded. (05/13/2015) Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Berman, Cummings, Caloia Reviewer's Comments:	null.courseAction: No action to be taken at this point. Program is exceeding expectations. (12/30/2016) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Out of 18 students evaluated, 13 (72%) met the standard. (09/19/2014) Faculty Assessment Leader: Zeina Chakhchir	null.courseAction: Maintain current instruction methods. (06/11/2015) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met 112 students were assessed. 100 students met the SLO, but 12 did not. This is a 89.29% success rate. See attached document for discussion of results. (12/16/2013) Faculty Assessment Leader: Evelynne	null.courseAction: Maintain what was done. (09/01/2016) Action Category: Teaching Strategies

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
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Berman

Faculty Contributing to Assessment:

Department wide assessment

ECC: FREN 2:Elementary French II

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</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>Exam/Test/Quiz - Assessed by oral exam in final exam.</p> <p>Standard and Target for Success: Students will achieve 70% success rate.</p>	<p>Semester and Year Assessment Conducted: 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.</p> <p>(06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman Evelyne</p> <p>Faculty Contributing to Assessment: Professor Anne Cummings (taught both sections of French 2)</p> <p>Reviewer's Comments:</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>Faculty Assessment Leader: Anne Cummings</p> <p>Related Documents:</p> <p>French 2 Spring 2014 Assessment.doc</p>	<p>null.courseAction: Maintain such excellent results. (06/24/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Maintain performance of students at such a high level. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 21:Beginning Conversational French

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will understand simple spoken questions on everyday topics occurring in conversational situations such as meeting someone, making a phone call or describing one's day etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral examination and/or a 1-2 minute oral presentation.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>In French 21. 14 out of 14 students met SLO1 and SLO2 (comprehension, expression and culture are all connected in this assessment which targets SLO1 and 2 concurrently). The result is not surprising since students that take conversation have satisfied the French prerequisite and usually have decent language skills. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox is the instructor that taught our one section of French conversation 21 and 22.</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Maintain results. (06/24/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will answer orally in a cultural appropriate manner simple questions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - Assessed by oral examination and/or a 1-2 minute oral presentation.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>14 student out of 14 met SLO1 and SLO2 (comprehension, expressions and culture are all connected in this assessment which targets SLO1 and SLO2 concurrently.) The result is not surprising since students that take conversation have satisfied the French prerequisite and usually have decent language skills.</p> <p>[more]</p> <p>(06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox is the instructor that taught our one section of French conversation 21 and 22.</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: maintain results (08/01/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 22:Intermediate Conversational French

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will understand spoken questions on everyday topics as well as questions centered on culturally relevant issues in French/francophone societies such as French cinema, media and technology, Paris versus the provinces, etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral examination and/or a 2-3 minute oral presentation.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>1 out of 1 student met SLO1 and SLO2 (comprehension, expression and culture SLO1 and 2 are intertwined in this assessment. This is not surprising since most people taking French 22 are either very interested in improving their fluency and have good language skills or they are thinking about majoring in French. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Maintain (06/24/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral examination and/or a 2-3 minute oral presentation.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>1 out of 1 student met SLO1 and SLO2 (comprehension, expression and culture SLO1 and 2 are intertwined in this assessment. This is not surprising since most people taking French 22 are either very interested in improving their fluency and have good language skills or they are thinking about majoring in French. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Nathalie Cox is the instructor who taught the French 21-22.</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Maintain results (06/01/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 3:Intermediate French I

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of a 2-3 paragraph cultural texts in French.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by reading paragraph and answering questions in final exam.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>10 out of 10 students met SLO2 (100%) success rate. These are French 3 students. They are either French majors or thinking about becoming French majors or want to attain some fluency in the language. They tend to be good at the language and consequently were able to do well in a comprehension/expression exercise. This is also proof of the good teaching occurring throughout the French program yielding good results in second year. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Evelyne Berman</p>	<p>null.courseAction: Maintain such high results (01/24/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 4:Intermediate French II

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will converse with some ease and fluency with French speakers in daily situations as well as cultural aspects of France and/or francophone countries such as French cinema, transportation and technology, education etc. Students will do so within the limits of vocabulary and structures appropriate to beginning French 4.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral exam in final exam.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>15 out of 15 met SLO1 (100% success rate). This was an excellent group. Therefore, their results were excellent. In general, French 4 students are often French majors or minors. They are invested in the study of the language and normally do well. This was a very strong group orally. (06/24/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Evelyne Berman - there is only one section of French 4</p>	<p>null.courseAction: Maintain at high levels although 100% may not be what we will be able to accomplish with every group. (06/24/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: GERM 2:Elementary German II

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 - Upon completion of this course students will converse in a culturally appropriate manner with German speakers about everyday topics such as discussing their future plans or relating something that happened in the past. Students will do so within the limits of vocabulary and structures appropriate to beginning German 2.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral portion in final exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>13 of 13 students passed the oral portion of the final exam for a %100 standard of success. This was one of if not the best German 2 classes I've had in 11 years at El Camino. Very engaged, hard working group. Am hoping that the move to the online workbook a few years ago has contributed to this success. In it, students can do much more than what was possible with the hard copy, e.g. record their voices in the comfort of their homes for me to correct/give feedback on, work with others in the class orally and/or in written form from different locations and at any time, review textbook exercises that we did in class (with answers available in case they did not record them in class). (09/07/2015)</p> <p>Faculty Assessment Leader: Chris Stevens</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 4 students evaluated, 3 (75%) met the standard. (09/12/2014)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>null.courseAction: maintain current instructional methods (09/07/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Increase frequency of quizzes on speaking ability. (06/11/2015)</p> <p>Action Category: Curriculum Changes</p>
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of short articles in German.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Read a paragraph and answer question on final exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>13 of 13 passed the reading portion of the exam. 100% of the students met the standard. This was one of if not the best German 2 classes I've had in 11 years at El Camino. Very engaged, hard working group. Am hoping that the move to the online workbook a few years ago has contributed to this success. (09/07/2015)</p>	<p>null.courseAction: maintain current instructional methods (09/07/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		Faculty Assessment Leader: Chris Stevens Faculty Contributing to Assessment: Reviewer's Comments:	
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Of the 4 students evaluated, 4 (100%) met the standard. (09/12/2014) Faculty Assessment Leader: Chris Stevens	null.courseAction: Maintain current instructional methods. (06/11/2015) Action Category: Teaching Strategies
SLO #3 - Upon completion of this course students will write a 1-2 paragraph composition in German about topics such as discussing their daily routine or describing a past event with the conversational past and/or the narrative past. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/20/2013	Exam/Test/Quiz - Write a short composition on final exam Standard and Target for Success: 70%	Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 12 of 13 passed the written portion of the final exam. 92% met the standard. This was one of if not the best German 2 classes I've had in 11 years at El Camino. Very engaged, hard working group. Am hoping that the move to the online workbook a few years ago has contributed to this success. (09/07/2015) Faculty Assessment Leader: Chris Stevens Faculty Contributing to Assessment: Reviewer's Comments:	null.courseAction: maintain current instructional methods. (09/07/2015) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Of the 4 students evaluated, 4 (100%) met the standard. (09/12/2014) Faculty Assessment Leader: Chris Stevens	null.courseAction: Maintain current instructional methods. (06/11/2015) Action Category: Teaching Strategies

ECC: ITAL 21 :Beginning Conversational Italian

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 - Manage a simple conversation in Italian using the present tense to complete tasks such as introducing people; talking about the family; describing people and pets; agreeing and disagreeing; giving personal information and ordering food.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/21/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation evaluated according to the oral proficiency rubric.</p> <p>Standard and Target for Success: 70% of students will meet the SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met 100% of students (10/10) did pass for this SLO. Students were able to converse in Italian.</p> <p>From the last results of student learning/achievement outcome assessments, I made some changes on the structure of my lesson plans. Right now I dedicate more time in pre-listening activities, reading activities in class, and I provide my students with sample of texts (audio and its transcription). Every two weeks I bring my students to the foreign language lab where for 1 hour I monitor their work and I give personal/individualized feedback, as result I see that this semester my students are doing much better in their oral production.</p> <p>My general observation is that; it is important to be able to motivate students to learn, and I do always my best to do that providing material that is up to date, interesting, and funny. We do many activities that involve music, and roleplaying; I do my best to make the class relevant and meaningful. Unfortunately, in one classroom there are students with different interests and different reasons for being there; some of them don't do any work to reinforce what they learned in class, and all the time they come unprepared and cannot follow because of the lack of vocabulary. These are the students who normally drop or fail the class. I always talk to them, try to motivate them, sometimes I succeed, other times not. I was told that this is very common in community colleges classes, but I am very sorry to see there are this type of students are dragging down the quality of my classes. As I mentioned in my conversation class I had some of these disruptive students. (05/18/2015)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <p>Faculty Contributing to Assessment:</p>	<p>null.courseAction: no actions required since 100% of the students met this SLO. Very successful activities to do in class are real life roleplaying situations. (05/18/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
Reviewer's Comments:			
<p>SLO #2 - Tell short stories using the past tense; describe events in the past, such previous vacations and other past experiences.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/21/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation evaluated according to the oral proficiency rubric.</p> <p>Standard and Target for Success: 70% of students will meet the SLO</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>99% (9 on 10) of the students reach this SLO. The one who didn't reach who a student who didn't do his homework and come to class unprepared.</p> <p>From the last results of student leaning/achievement outcome assessments, I made some changes on the structure of my lesson plans. Right now I dedicate more time in pre-listening activities, reading activities in class, and I provide my students with sample of texts (audio and its transcription). Every two weeks I bring my students to the foreign language lab where for 1 hour I monitor their work and I give personal/individualized feedback, as result I see that this semester my students are doing much better in their oral production.</p> <p>My general observation is that; it is important to be able to motivate students to learn, and I do always my best to do that providing material that is up to date, interesting, and funny. We do many activities that involve music, and roleplaying; I do my best to make the class relevant and meaningful. Unfortunately, in one classroom there are students with different interests and different reasons for being there; some of them don't do any work to reinforce what they learned in class, and all the time they come unprepared and cannot follow because of the lack of vocabulary. These are the students who normally drop or fail the class. I always talk to them, try to motivate them, sometimes I succeed, other times not. I was told that this is very common in community colleges classes, but I am very sorry to see there are this type of students are dragging down the quality of my classes. As I mentioned in my conversation class I had some of these disruptive students. (05/18/2015)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <p>Faculty Contributing to Assessment:</p>	<p>null.courseAction: No action is required since 99% of the students met this SLO. I encourage in assigning homework where students can practice their vocabulary, and review their grammar. (05/18/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
Reviewer's Comments:			
<p>SLO #3 - Answer orally in a culturally appropriate manner simple questions related to the topics above.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/21/2013</p>	<p>Exam/Test/Quiz - Oral and written exam. Multiple choices.</p> <p>Standard and Target for Success: 70% of students will meet the SLO</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>50% of the students reach this SLO. This semester in the class there was a student with leaning disabilities who was very disruptive. Because of him, students had difficulties to stay focus on specific task, and this negatively affected them.</p> <p>From the last results of student leaning/achievement outcome assessments, I made some changes on the structure of my lesson plans. Right now I dedicate more time in pre-listening activities, reading activities in class, and I provide my students with sample of texts (audio and its transcription). Every two weeks I bring my students to the foreign language lab where for 1 hour I monitor their work and I give personal/individualized feedback, as result I see that this semester my students are doing much better in their oral production.</p> <p>My general observation is that; it is important to be able to motivate students to learn, and I do always my best to do that providing material that is up to date, interesting, and funny. We do many activities that involve music, and roleplaying; I do my best to make the class relevant and meaningful. Unfortunately, in one classroom there are students with different interests and different reasons for being there; some of them don't do any work to reinforce what they learned in class, and all the time they come unprepared and cannot follow because of the lack of vocabulary. These are the students who normally drop or fail the class. I always talk to them, try to motivate them, sometimes I succeed, other times not. I was told that this is very common in community colleges classes, but I am very sorry to see there are this type of students are dragging down the quality of my classes. As I mentioned in my conversation class I had some of these disruptive students. (05/18/2015)</p> <p>Faculty Assessment Leader: Rossella</p>	<p>null.courseAction: Action is required; this semester we had a very disturbing student in class, he needed assistance for the SRC, but he didn't receive it. Students were not able to stay focus to their normal activities in class like watching videos, or listening conversations because this student was always speaking aloud and interrupting with topics that were not related to our class. I had to focus more on students' conversation, and small group activities. In the future I'll avoid to have students who distract so much other students, and I'll have to perform disciplinary actions. (05/18/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
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Pescatori

Faculty Contributing to Assessment:

Reviewer's Comments:

ECC: ITAL 22 :Intermediate Conversational Italian

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, successful students will be able to converse in Italian by using more complex sentence structures using present, past, future and conditional tenses.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/21/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation evaluated according to the oral proficiency rubric.</p> <p>Standard and Target for Success: 70% of students will meet the SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>100% (1/1) the only one student reach the SLO. From the last results of student leaning/achievement outcome assessments, I made some changes on the structure of my lesson plans. Right now I dedicate more time in pre-listening activities, reading activities in class, and I provide my students with sample of texts (audio and its transcription). Every two weeks I bring my students to the foreign language lab where for 1 hour I monitor their work and I give personal/individualized feedback, as result I see that this semester my students are doing much better in their oral production.</p> <p>My general observation is that; it is important to be able to motivate students to learn, and I do always my best to do that providing material that is up to date, interesting, and funny. We do many activities that involve music, and roleplaying; I do my best to make the class relevant and meaningful. Unfortunately, in one classroom there are students with different interests and different reasons for being there; some of them don't do any work to reinforce what they learned in class, and all the time they come unprepared and cannot follow because of the lack of vocabulary. These are the students who normally drop or fail the class. I always talk to them, try to motivate them, sometimes I succeed, other times not. I was told that this is very common in community colleges classes, but I am very sorry to see there are this type of students are dragging down the quality of my classes. As I mentioned in my conversation class I had some of these disruptive students. (05/18/2015)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: no action is required since the student enrolled in this class reach this SLO. This class is a combined class with Italian 21. It would be good to have a separate session for more advance students, this will help to have also a bigger number of students. (05/18/2016)</p> <p>Action Category: Curriculum Changes</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #2 - Upon completion of the course, successful students will be able to manage a conversation that is directed to ask for and obtain information, refuse in a polite way, make excuses, describe activities and conditions in the past, and make comparisons.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/21/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation evaluated according to the oral proficiency rubric.</p> <p>Standard and Target for Success: 70% of the students will meet the SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>100% the only one student in this class reach this SLO. From the last results of student leaning/achievement outcome assessments, I made some changes on the structure of my lesson plans. Right now I dedicate more time in pre-listening activities, reading activities in class, and I provide my students with sample of texts (audio and its transcription). Every two weeks I bring my students to the foreign language lab where for 1 hour I monitor their work and I give personal/individualized feedback, as result I see that this semester my students are doing much better in their oral production.</p> <p>My general observation is that; it is important to be able to motivate students to learn, and I do always my best to do that providing material that is up to date, interesting, and funny. We do many activities that involve music, and roleplaying; I do my best to make the class relevant and meaningful. Unfortunately, in one classroom there are students with different interests and different reasons for being there; some of them don't do any work to reinforce what they learned in class, and all the time they come unprepared and cannot follow because of the lack of vocabulary. These are the students who normally drop or fail the class. I always talk to them, try to motivate them, sometimes I succeed, other times not. I was told that this is very common in community colleges classes, but I am very sorry to see there are this type of students are dragging down the quality of my classes. As I mentioned in my conversation class I had some of these disruptive students. (05/18/2015)</p> <p>Faculty Assessment Leader: Rossella Pescatori</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: no action is required since the student enrolled in this class reach this SLO. This class is a combined class with Italian 21. It would be good to have a separate session for more advance students, this will help to have also a bigger number of students. (05/18/2016)</p> <p>Action Category: Program/College Support</p>
<p>SLO #3 - Upon completion of the course, successful students will be</p>	<p>Exam/Test/Quiz - Oral and written exam. Multiple choices.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p>	<p>null.courseAction: no action is required since the student</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>able to understand spoken questions on everyday topics as well as questions centered on culturally relevant issues in Italian societies such as Italian cinema, media and technology, Italian dialects and regionalisms.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 11/21/2013</p>	<p>Standard and Target for Success: 70% of students will meet the SLO.</p>	<p>Standard Met? : Standard Met 100%, the only one student registered to this class met this SLO. From the last results of student leaning/achievement outcome assessments, I made some changes on the structure of my lesson plans. Right now I dedicate more time in pre-listening activities, reading activities in class, and I provide my students with sample of texts (audio and its transcription). Every two weeks I bring my students to the foreign language lab where for 1 hour I monitor their work and I give personal/individualized feedback, as result I see that this semester my students are doing much better in their oral production.</p> <p>My general observation is that; it is important to be able to motivate students to learn, and I do always my best to do that providing material that is up to date, interesting, and funny. We do many activities that involve music, and roleplaying; I do my best to make the class relevant and meaningful. Unfortunately, in one classroom there are students with different interests and different reasons for being there; some of them don't do any work to reinforce what they learned in class, and all the time they come unprepared and cannot follow because of the lack of vocabulary. These are the students who normally drop or fail the class. I always talk to them, try to motivate them, sometimes I succeed, other times not. I was told that this is very common in community colleges classes, but I am very sorry to see there are this type of students are dragging down the quality of my classes. As I mentioned in my conversation class I had some of these disruptive students. (05/18/2015)</p> <p>Faculty Assessment Leader: Rossella Pescatori Faculty Contributing to Assessment: Reviewer's Comments:</p>	<p>enrolled in this class reach this SLO. This class is a combined class with Italian 21. It would be good to have a separate session for more advance students, this will help to have also a bigger number of students. (05/18/2016) Action Category: Program/College Support</p>

ECC: JAPA 2:Elementary Japanese II

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 - Upon completion of this course, successful students will converse in Standard Japanese to perform simple communicative tasks in social situations (e.g., make requests, state simple reasons/conjectures/plans, report speech) employing present/future and past tenses in both long (i.e., formal) and short (i.e., informal) speech style forms. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 2 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral component of final exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2014, with a total of 78 students participating in the SLO assessments: 70 out of the 78 students had passed this SLO (8 did not), with a success rate of 89.74%.</p> <p>In terms of specific language skills, SLO#1 for Japanese 2 basically covers the student's oral or conversational (speaking and listening) skills in the language. Given that the success rate (89.74%) was notably higher than expected (70%), students appear to have achieved level-appropriate proficiency in their oral/conversation skills in the language by course's end. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, David Shan, Nina Yoshida</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Continue with present teaching strategies to maintain current success rates. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Previous SLO1 success rates met and exceeded in subsequent Spring 2015 assessments. (05/15/2015)</p>
	<p>Exam/Test/Quiz - Individually conducted oral exams (interview-format) of approx. 5-7 min. duration per student.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2015, with a total of 67 students assessed for SLO1: 66 out of the 67 students had passed this SLO (Only 1 did not), with an extremely high success rate of 99%.</p> <p>SLO1 basically covers the student's oral or conversational (speaking and listening) skills in the language. At the Japanese 2 level, students are required to employ and distinguish between two speech styles (i.e., formal/polite and informal/casual). Thus oral exercises practicing their forms and applications were heavily stressed in instruction and likely resulted in the high success rate. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina</p>	<p>null.courseAction: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (09/05/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		Yoshida Faculty Contributing to Assessment: Yuka Kitazono, David Shan, Nina Yoshida Reviewer's Comments:	
SLO #2 - Upon completion of this course, successful students will read and write hiragana, katakana, and approx. 100 additional kanji characters and demonstrate comprehension of short (2-3 paragraph) prepared texts (e.g., informal letters, emails, brief reports, folktales) written in them. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/20/2013	Exam/Test/Quiz - Reading component of final exam (e.g. 2-3 paragraph reading passage consisting of Hiragana, Katakana and approx. 40-50 learned Kanji, followed by reading comprehension questions.) Standard and Target for Success: It is expected that 70% of students will score a "C"/70% or above on this SLO.	Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met There were 3 sections of Japanese 2 in Spring 2015, with 68 students assessed for SLO2: 58 out of the 68 students had passed this SLO (10 did not), with a success rate of 85%. SLO2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji). The resulting 85% success rate is notably higher than the (70%) expected; however the majority of the 15% who were unsuccessful appeared to have had problems with Kanji recognition/production. (09/07/2015) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuka Kitazono, David Shan, Nina Yoshida Reviewer's Comments:	null.courseAction: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (09/05/2016) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met There were 3 sections of Japanese 2 in Spring 2014, with a total of 78 students participating in the SLO assessments: 64 out of the 78 students had passed (8 did not), with a success rate of 82.05% In terms of specific language skills, SLO#2 for Japanese 2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji). Namely SLO#2 covers the student's level-appropriate written skills in the Japanese orthography at an "active" (writing/production) level on a	null.courseAction: Continue with present teaching strategies to maintain current success rates. (06/11/2015) Action Category: Teaching Strategies null.courseFollowUp: Previous success rates met in subsequent Spring 2015 assessments (05/15/2015)

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		<p>word/character basis, but a “passive” (reading/recognition) one for brief text.</p> <p>Since written Japanese involves the use of 3 separate scripts (i.e., Hiragana, Katakana, and Kanji), the degree of difficulty in producing proper written Japanese is naturally greater to “actively” write out a coherent sentence/paragraph in Japanese, than to “passively” read/recognize text written in it.</p> <p>Thus, the overall decrease in success rates from SLO 1 (89.7%)-->2 (82%)--> 3 (79.5%) was not surprising, since each language skill (i.e., speaking/listening? reading ? writing) gets progressively more “difficult” to master in the case of Japanese, due to its orthography. However, given that the success rate (82%) for SLO#2 was considerably higher than expected (70%), students appear to have achieved level-appropriate proficiency in their reading skills in the language by course’s end.</p> <p>(09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: David Shan, Rebecca Ahn</p>	
<p>SLO #3 - Upon completion of this course, successful students will compose sentences and personal responses to questions, employing complex sentence structures as well as appropriate use of hiragana, katakana, and learned kanji.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Written component of final exam (e.g., 8-10 written personal responses in Japanese to oral/written questions that necessitate use of complex sentence structures.)</p> <p>Standard and Target for Success: It is expected that 70% of students will score a “C”/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2014, with 68 students assessed for SLO3: 59 out of the 68 students had passed this SLO (9 did not), with a success rate of 87%.</p> <p>SLO3 basically covers the student’s level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary). Although the resulting 87% success rate is notably exceeds the (70%) expected, more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so that students can practice their writing skills more.</p> <p>(09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p>	<p>null.courseAction: Continue with present teaching strategies to sustain current success rates. Research resources that might aid/improve students’ Kanji recognition/production.</p> <p>(09/07/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		<p>Faculty Contributing to Assessment: Yuka Kitazono, David Shan, Nina Yoshida</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2014, with a total of 78 students participating in the SLO assessments: 62 out of the 78 students had passed (8 did not), with a success rate of 79.49%</p> <p>In terms of specific language skills, SLO#3 for Japanese 2 covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary). Basically, SLO#3 covers the student's written skills in the language at the "active" (writing/production) level.</p> <p>Since written Japanese involves the use of 3 separate scripts (i.e., Hiragana, Katakana, and Kanji), the degree of difficulty in producing proper written Japanese is naturally greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it.</p> <p>Thus, the overall decrease in success rates from SLO 1 (89.7%)-->2 (82%)--> 3 (79.5%) was not surprising, since each language skill (i.e., speaking/listening? reading ? writing) gets progressively more "difficult" to master in the case of Japanese, due to its orthography. However, given that the success rate (79.5%) for SLO#3 was higher than expected (70%), students appear to have achieved level-appropriate proficiency in their writing skills in the language by course's end. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, David Shan, Nina Yoshida</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Although the expected success rate of 70% was achieved/exceeded, since SLO 3 was the lowest (79.5%), more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so that students can practice their writing skills more. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Previous SLO2 success rates met and exceeded in subsequent Spring 2015 assessments (05/15/2015)</p>

ECC: JAPA 25: Cultural Aspects of the Japanese Language

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 - Upon completion of the course, successful students will identify the key concepts (e.g., religious, cultural, philosophical), incidents, and figures in Japan's socio-cultural history that have impacted the Japanese language, culture and arts.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Written exam consisting of 12-15 multiple-choice questions comprehensively assessing student's knowledge/identification of key concepts, incidents, and notable figures in Japan's socio-cultural history, as covered in course lectures/readings.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>21 out of a total of 25 students assessed had passed this SLO (4 did not), with a success rate of 84%</p> <p>The success rate (84%) was notably greater than the (70%) expected, indicating that a high majority of students were successful in achieving this SLO by course's end.</p> <p>(09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>27 out of a total of 29 students assessed had passed this SLO (2 did not), with a success rate of 93.1%</p> <p>Given that the success rate (93.1%) was significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end.</p> <p>(09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>null.courseAction: Continue with current instructional methods and materials to maintain these success rates. Possibly add new questions to ensure assessment more comprehensively covers course topics. (09/05/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Continue with current instructional methods and materials to maintain these success rates. Possibly add new questions to ensure that the assessment more comprehensively covers course topics. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of the course, successful students will describe and critically analyze a selected topic (e.g., annual events, work ethics, gender roles) on Japanese culture/society by comparing/contrasting it with their own.</p>	<p>Multiple Assessments - Written essay and oral presentation requiring students to describe and critically analyze a chosen topic on Japanese culture.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>27 out of a total of 29 students assessed had passed this SLO (2 did not), with a success rate of 93%.</p> <p>Given that the success rate (93%) was again significantly higher than expected (70%), nearly all students appear to have been highly successful in achieving this SLO by course'</p>	<p>null.courseAction: Maintain current success rates by continuing to employ this assessment method. Students appear to more fully comprehend a Japanese cultural concept when it is compared with/contrasted against a familiar one in their own</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/20/2013	Related Documents: Japn 25 SLO#2 Rubric Sp2014.pdf	<p>s end. (09/07/2015) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa Reviewer's Comments: Related Documents: Japn 25 SLO2 Assmnt Rubric.pdf</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 28 out of a total of 30 students assessed had passed this SLO (2 did not), with a success rate of 93%.</p> <p>Given that the success rate (93%) was again significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (09/12/2014) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Yuki Minekawa Related Documents: Japn 25 SLO2 Assmnt Rubric.pdf</p>	<p>culture. Having it explained/presented to them by their peers/classmates also seems to better facilitate their understanding as well. (09/05/2016) Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Maintain current success rates by continuing to employ this assessment method. Students appear to more fully comprehend a Japanese cultural concept when it is compared with/contrasted against a familiar one in their own culture. Having it explained/presented to them by their peers/classmates also seems to better facilitate their understanding as well. (06/11/2015) Action Category: Teaching Strategies</p>

ECC: JAPA 4:Intermediate Japanese II

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 - Upon completion of the course, successful students will converse in Standard Japanese in a culturally appropriate manner (e.g., using honorific/humble speech style and expressions) with Japanese speakers about cultural topics and social situations typical to life in Japan (e.g., annual events, shopping, education, paying formal visits). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 4 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral exams conducted in pairs, and of approx. 10 min. in duration. Each student in the pair was randomly assigned 6 out of 12 possible questions (in English), which they were each instructed to ask their partner in Japanese using the correct Honorific forms. The partner was to respond to these questions employing the correct Humble form.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>20 out of the 22 students assessed had passed this SLO (2 did not), with a success rate of 91%.</p> <p>At the Japanese 4 level, students are required to employ and distinguish between 3 speech styles (i.e., honorific/humble, formal/polite and informal/casual). Oral exercises practicing their forms and applications (esp. honorific/humble) were much focused on in instruction and likely resulted in the high success rate. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>32 out of the 34 students assessed had passed this SLO (2 did not), with a success rate of 94.1%.</p> <p>Given that the success rate (94.1%) was significantly higher than expected (70%), students appear to have achieved level-appropriate proficiency in their oral skills in the language at course's end. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p>	<p>null.courseAction: Sustain and support current success rates in this SLO by providing students with ample opportunities to practice/hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups). (09/05/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Continue to maintain current success rates in this SLO by providing students with more opportunities to practice/hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups). (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Previous SLO1 success rates met in subsequent Spring 2015 assessments. (05/12/2015)</p>
<p>SLO #2 - Upon completion of the course, successful students will read and write hiragana, katakana, and approx. 300 kanji characters and demonstrate comprehension of</p>	<p>Exam/Test/Quiz - Reading component of final exam consisting of a five-paragraph reading passage containing approx. 200 (out of the 300) learned Kanji, followed by</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>21 out of the 22 students assessed had passed this SLO (Only 1 did not), with a success rate of 95%.</p>	<p>null.courseAction: Support current success rates in this SLO by continuing to provide level-appropriate reading materials so</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>longer (4-5 paragraph) adapted authentic texts (e.g., short biographical essays, newspaper articles, formal letters) written in them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>content comprehension questions.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a 70% or above on this SLO.</p>	<p>As the success rate of 95% was considerably higher than anticipated initially (70%), the results show students achieved level-appropriate proficiency in their Japanese reading skills at course completion. This is not surprising, given that many students at the Japanese 4 level are either majoring in and/or taking the course for career/professional reasons are thus highly-motivated learners of the language. (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>31 out of the 33 students assessed had passed this SLO (3 did not), with a success rate of 91%.</p> <p>As the success rate of 91% was considerably higher than anticipated initially (70%), it appears students achieved level-appropriate proficiency in their Japanese reading skills at course completion. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p>	<p>students can improve fluency in their reading skills. (09/05/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Maintain current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Previous SLO2 success rates were met and exceeded in subsequent Spring 2015 assessments. (09/07/2015)</p>
<p>SLO #3 - Upon completion of the course, successful students will compose a personal narrative in Japanese consisting of 3-4 related paragraphs describing one's worst day or experience using learned kanji, vocabulary, idiomatic/cultural expressions, structures, and in accordance with written Japanese protocols.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-</p>	<p>Essay/Written Assignment - Writing section of final exam consisting of a 5-600 character (3-4 paragraph) essay on "My Worst Day/Experience".</p> <p>Standard and Target for Success: It is expected that 70% of students will score a 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>14 out of the 22 students assessed passed this SLO (8 did not), with a success rate of 64%, which fell below the predicted 70%.</p> <p>The unsuccessful 36% lacked appropriate usage of the required grammar structures (e.g., adversity passives, causative-passives) in their essays. These structures are introduced in the final chapters of the textbook (i.e., last weeks of course), so it appears students had acquired them</p>	<p>null.courseAction: Revise SLO#3 in Japanese 4 to assess for demonstration of level-appropriate, written Japanese protocols (e.g., how to write a formal letter to social superior) that students will have had adequate time to acquire/master by course end. (01/18/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/20/2013		<p>at the “passive” level (i.e., are able to recognize/interpret their use in reading materials) but not yet at an “active” level (i.e., produce them appropriately in their writing). (09/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <p>Reviewer's Comments:</p> <p>Related Documents: Japn 4 SLO3 Assmnt Rubric.pdf</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met 26 out of the 34 students assessed had passed this SLO (8 did not), with a success rate of 76%.</p> <p>In terms of specific language skills, the SLOs for Japanese 4 may be categorized as assessing for the following: SLO#1 covers the student’s oral skills (speaking/listening) in the language, whereas SLO #2 & #3 do their written ones, and moreover, at the “passive” (i.e., reading/ recognition) and “active” (writing/production) levels, respectively.</p> <p>The degree of difficulty is naturally greater to be able to “actively” write out a coherent sentence/paragraph in the language, rather than to “passively” read/recognize text written in it. Thus, the notable decrease in the success rates from SLO 2 (91%)--> 3 (79%) was not surprising. (09/12/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p>	<p>null.courseAction: Maintain/Improve current success rates by assigning more writing assignments so students can practice writing skills. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Increasing writing assignments did not result in improved success rates for SLO#3. Possible revision of SLO may be necessary. (09/07/2015)</p>