

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (HUM) - Foreign Languages

ECC: CHIN 1:Elementary Chinese I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of this course students will converse in Mandarin Chinese in a culturally appropriate manner about every day topics such as greetings, personal information, place and time.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Individual oral exam of approximately 5 minutes per student.</p> <p>Standard and Target for Success: It is expected that 70% of students assessed will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Total of 31 students in two Chinese 1 sections participated in the SLO assessment. 30 out of 31 students assessed passed this SLO while 1 did not, with a success rate of 97%.</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (97%) notably exceeds the expected rate (70%), reflecting that most students have achieved level-appropriate proficiency in Chinese oral skills. The success rate (97%) is also higher than the previous SLO result (93%).</p> <p>Given that the enrollment declined in both Chinese 1 sections (total of 31 students) in comparison to previous assessment (Fall 2014, total of 43 students), instructors became able to help each individual student for intensive oral practice in smaller classes. (09/11/2016)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p>	<p>Action: Continue to provide students with more opportunities to practice conversational Chinese and maintain the high success rate of 97%. (09/15/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will read, write/produce and comprehend a short paragraph, using simple sentences written in Chinese</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam emphasizing beginning level Chinese grammar and vocabulary.</p> <p>Standard and Target for Success: It</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Total of 31 students in two Chinese 1 sections participated in the SLO assessment. 30 out of 31 students assessed</p>	<p>Action: Maintain the high success rate of 97% by continuing to help students in reading and writing practice, emphasizing Chinese grammar and vocabulary.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
characters and the Pinyin Romanization system. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019) Input Date: 11/20/2013	is expected that 70% of students will score a "C" or above for this SLO.	<p>passed this SLO while 1 did not, with a success rate of 97%.</p> <p>SLO #2 assesses the skills of reading and writing simple Chinese sentences employing level-appropriate grammar and vocabulary. The success rate (97%) is notably higher than the expected rate (70%). Most students appear to have achieved their proficiency in this category. The success rate (97%) is also 6% higher than the previous SLO result (91%).</p> <p>See related analysis in SLO #1. (09/11/2016) Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p>	<p>(09/15/2017) Action Category: Teaching Strategies</p>
SLO #3 - Upon completion of this course students will recognize and pronounce 200 Chinese characters with appropriate tones. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019) Input Date: 11/20/2013	<p>Reading and writing component of final exam employing beginning level Chinese characters. (e.g. correctly forming Chinese characters, identifying radicals for Chinese characters, and reading and writing sentences in Chinese characters.) Standard and Target for Success: It is expected that 70% of students will score a "C" or above for this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Total of 31 students in two Chinese 1 sections participated in the SLO assessment. 28 out of 31 students assessed passed this SLO while 3 did not, with a success rate of 90%.</p> <p>SLO 3 assesses the skills of reading and writing of Chinese characters. The success rate (90%) is notably higher than the expected rate (70%), and it also exceeds the Fall 2014 success rate (86%) by 4%.</p> <p>Since instructors modified the teaching strategy in Spring 2014, the assessment results of SLO #3 have steadily improved for two consecutive years: The success rate of 77% in Fall 2013, 86% in Fall 2014 and 90% in Spring 2016. The latest success is partially attributed to the smaller class size in comparison to previous years. See related analysis in SLO #1. (02/06/2015) Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Helen Zhao</p>	<p>Action: Maintain the current success rate of 90% by continuing the current teaching strategy and providing students with more opportunities to read and write the Chinese characters. (09/15/2017) Action Category: Teaching Strategies</p>

ECC: CHIN 21 :Beginning 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 appropriate tones in Mandarin Chinese within the limits of vocabulary and structures acquired in Chinese 1-2 levels.</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), 2018-19 (Spring 2019)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Assessed by listening comprehension exam and group oral presentation with focus on elementary level skills of using the vocabulary and structures learned in class.</p> <p>Standard and Target for Success: 70% of students will score a "C" or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>SLO #1 assesses the oral skills with focus on appropriate tones in Mandarin Chinese within the limits of vocabulary and structures acquired in beginning Chinese 1-2 levels. All 8 students participated in this SLO and passed this SLO.</p> <p>All 8 students had successfully completed Chinese 1 or 2 before signing up for this Chinese 21 and highly motivated in learning Chinese. The success rate of 100% matches the results of previous assessment (Spring 2015), and well reflects the consistency in the instructor's teaching strategy. (09/13/2016)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Yuxin Carcamo</p>	<p>Action: Maintain such a high success rate of 100% by continuing the successful teaching strategy. (09/15/2017)</p> <p>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., meeting new friends from China, dinning in Chinese restaurant) and provide simple responses to them in a culturally appropriate manner.</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-</p>	<p>Presentation/Skill Demonstration - Assessed by listening comprehension exam and group oral presentation with focus on elementary level understanding of Chinese culture through the use of culturally appropriate expressions and phrases.</p> <p>Standard and Target for Success: 70% of students will score a "C" or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>7 out of 8 students met SLO #2 while 1 didn't due to the student's health problem that unexpectedly occurred near the end of the semester. Overall, the success rate of 88% notably exceeds the expected rate (70%), although lower than the success rate of 100% from previous SLO assessment #2 (Spring 2015). This SLO #2 assesses oral communication skills based upon everyday topics and social situations (e.g. meetings new friends from China, dinning in</p>	<p>Action: Continue the current teaching strategies and provide students with more opportunities to practice the conversational Chinese. (09/15/2017)</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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18 (Spring 2018), 2018-19 (Spring 2019)

Input Date: 11/20/2013

Chinese restaurant). The success rate well reflects the consistency of the instructor's teaching strategy and the students' high motivation in learning the language.

(09/13/2016)

Faculty Assessment Leader: David Shan

Faculty Contributing to Assessment: Yuxin Carcamo

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</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.</p> <p>Standard and Target for Success: 70% of students will score a "C" or above on this SLO.</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) 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>
<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>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</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 phrases.</p> <p>Standard and Target for Success: 70% of students will score a "C" or above on this SLO.</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 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) 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>

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>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>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>Exam/Test/Quiz - Comprehensive exam.</p> <p>Standard and Target for Success: students will achieve 70% success rate.</p>		
<p>SLO #3 - Upon completion of this 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>Exam/Test/Quiz - Comprehensive exam</p> <p>Standard and Target for Success: Students will achieve 70% success rate.</p>	<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</p>	<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>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 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>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Prof Anne Cummings, Prof Cedric Oliva, Porf MCGuire, Prof Chackshir and Professor Berman</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 Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018) Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral exam in final exam. Standard and Target for Success: Students will achieve 70% success rate.</p>		
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of short articles in French.</p> <p>Course SLO Status: Active 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</p>	<p>Exam/Test/Quiz - Assessed by reading paragraphs and answering questions in final exam. Standard and Target for Success: Students will achieve 70% success rate.</p>		
<p>SLO #3 - Upon completion of this 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 Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2017-18 (Fall 2017)</p>	<p>Exam/Test/Quiz - Assessed by a short composition in final exam. Standard and Target for Success: Students will achieve 70% success rate.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 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) Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Prof Cummings</p>	<p>Action: Maintain above target success rate (05/19/2016) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Input Date: 11/20/2013

ECC: FREN 21:Beginning Conversational French

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will understand simple spoken questions on everyday topics occurring in conversational situations such as meeting someone, making a phone call or describing one's day etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</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>A</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>5 students out of 5 students (pass rate 100%) met SLO1. This is excellent and not surprising since students sign-in for conversation are usually very interested in practicing their French. (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. McGuire</p>	<p>Action: Maintain high level of achievement (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>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: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>3 out of 5 students met SLO2. 2 students missed their presentation date and had serious reasons for doing so. Both were quite capable of meeting this SLO. (pass-rate: 100% 3out 3 students who did their presentation passed SLO 2) (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr McGuire</p>	<p>Action: Maintain results and encourage all students to be present to take the assessment. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 22:Intermediate Conversational French

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will understand spoken questions on everyday topics as well as questions centered on culturally relevant issues in French/francophone societies such as French cinema, media and technology, Paris versus the provinces, etc.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</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: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>7 out of 7 students met SLO1. 100% pass rate. All students came into class at a high level, at ease with each other, ready and willing to engage in conversation. (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. McGuire</p>	<p>Action: Maintain success rate if possible (06/30/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>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: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% pass rate for SLO2. All students came into class at a high level, at ease with each other, ready and willing to engage in conversation (05/27/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. McGuire</p>	

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 Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2017-18 (Fall 2017) Input Date: 11/20/2013</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>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 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) Faculty Assessment Leader: Dr. Berman Faculty Contributing to Assessment: Dr. Berman</p>	<p>Action: No action needed. If possible, continue to achieve such results. (05/19/2016) Action Category: Teaching Strategies</p>
<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 Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018) Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by reading paragraph and answering questions in final exam.</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 Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Spring 2017),</p>	<p>Exam/Test/Quiz - Assessed by a short composition in final exam.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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2018-19 (Fall 2018)

Input Date: 11/20/2013

ECC: FREN 4:Intermediate French II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will converse with some ease and fluency with French speakers in daily situations as well as cultural aspects of France and/or francophone countries such as French cinema, transportation and technology, education etc. Students will do so within the limits of vocabulary and structures appropriate to beginning French 4.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by oral exam in final exam.</p>		
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of a 3-5 paragraph cultural texts and/or authentic texts in French.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by reading paragraph and answering questions on final exam.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>20 out of 22 students met SLO2. (91% pass rate)in Spring 2016 .French 4 students are usually devoted to the study of the language and this group did an excellent job this semester. They practiced reading and comprehension all semester and consequently did well on SLO2 (05/19/2016)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Berman</p>	<p>Action: Continue to achieve results like the ones obtained this semester which exceeded expectations (05/19/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of this course students will write a 2-3 paragraph composition in French such as recounting their future plans (using futur and futur antérieur), writing their resumés or describing their vision for the educational system of the future (using subjunctive tense).</p> <p>Course SLO Status: Active</p>	<p>Exam/Test/Quiz - Assessed by a composition in final exam.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Course SLO Assessment Cycle: 2016-

17 (Spring 2017)

Input Date: 11/20/2013

ECC: GERM 2:Elementary German II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will converse in a culturally appropriate manner with German speakers about everyday topics such as discussing their future plans or relating something that happened in the past. Students will do so within the limits of vocabulary and structures appropriate to beginning German 2.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</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: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>9 of 13 students passed the oral portion of the final exam for a 69% standard of success. This % was considerably below that of the previous year's cohort but, as I said in that SLO assessment, that class was perhaps the best group in my 11 years at El Camino College. The % success rate from 2014 was 75%. In any event, I would like to raise this (2016) rate for the coming year. I believe the online workbook is working but will assign more oral exercises where they record their voices and I give feedback (from home). I think more partner/group activities in class may also be in order to raise this SLO success rate. (09/13/2016)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>Action: Assign more oral exercises in the online workbook for the instructor to evaluate and give feedback. Assign more in-class partner and group exercises where the students are talking amongst themselves and the instructor is going from group to group to give more personalized instruction. (01/10/2017)</p> <p>Action Category: Teaching Strategies</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: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>11 of 13 students passed this SLO for a success rate of 85%. This was lower than the success rate of the previous year but, as stated then, that was perhaps the best group of students I have had in my 11 years at El Camino College. (09/13/2016)</p> <p>Faculty Assessment Leader: Chris Stevens</p>	<p>Action: Maintain current instructional methods. (09/13/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring</p>	<p>Exam/Test/Quiz - Write a short composition on final exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>12 of 13 students passed this SLO with a success rate of 92% which was higher than the projected standard. In this class I had students do more writing exercises than in the previous years. Perhaps this accounts for the lower than expected performance in SLO 1 since I spent more time on writing. I will try to find a better balance this coming spring. Each class is so different and it is difficult attending to the</p>	<p>Action: Look for a better balance between written and spoken work in class. (01/10/2017)</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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2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)

Input Date: 11/20/2013

particular needs of each class. Still, the success rate for this SLO was excellent. (09/13/2016)

Faculty Assessment Leader: Chris Stevens

ECC: ITAL 1:Elementary Italian I

<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 a culturally appropriate manner about everyday topics such as greetings and personal description.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral exam</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Combined sections 6772 and 6774: on a total of 28 students 27 were successful (96% of class). 1 did not meet the expectations. (4% of class). Success rate is 96% of students.</p> <p>The Oral exam consists of 10 oral questions asked individually to each student. I repeat the question a maximum of 3 times. It usually takes 5-8 min per students. Students must demonstrate to understand the question asked in the target language and be able to construct grammatically correct statements in Italian using the indicative mode tenses of present and present perfect of irregular and regular verbs; students must also demonstrate an acceptable pronunciation, use appropriate vocabulary and idiomatic expressions. Typical topics include questions related to food, culture, family, hobbies, Italian fashion and clothing as well as their everyday lifestyle and personal description.</p> <p>In a class of 13 students 10 students received 70% or more. I had a majority of seniors in my classroom and other working students. I had very studious students, all truly interested in learning the language. Compared to last year (Spring 2015) the Spring 2016 class for this section came to class every time we met, and I did not have as many absences as the year before. The quality of students was different from the prior year. One students did not meet the standards for this slo had a lot of absences and 2 students failed because they did not show up for their final exam. Students that succeeded are the ones that completed all their homework, used the material provided on Etudes and came to class on a regular basis.</p> <p>In a class of 17 students all students received 70% or more. It was successful most likely because it was a morning class</p>	<p>Action: Some of the realistic actions for SLO 1 that I believe need to continue are to encourage students to speak more in the classroom, provide more oral practice during the semester. This can be done by speaking mostly in the target language and encourage them to speak in the target language. At the beginning of class I usually ask questions in Italian to each students (mostly based on the grammar point studied in the prior lecture). Students should be prepared to answer because they have done homework on it and also have reviewed clips on Etudes covering that specific grammatical point and vocabulary. It is also important for them to go to lab and do their lab work on a consisting basis. Also to listen Italian people speaking usually by assigning movies to watch at home. Regarding College support on keeping the Lab more open is for each professor to talk to the person in charge of lab and take it from there. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>and students were not tired from work as in the evening class. I had very studious students, all truly interested in learning the language. The students that succeeded did their homework as assigned, went to the lab and used the material on Etudes. Compare to last year (Spring 2015) the Spring 2016 class for this section came to class every time we met, and I did not have as many absences as the year before. Therefore the quality of students was different from the prior year. (09/11/2016)</p> <p>Faculty Assessment Leader: Francesca Kemitch</p>	
<p>SLO #2 - Upon completion of the course, successful students will read and demonstrate comprehension of a short paragraph about other people, places or everyday topics.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - Read a paragraph and answer questions Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Combined sections 6772 and 6774 : on a total of 29 students 25 were successful (86% of class). 4 did not meet the expectations (14% of class).</p> <p>The comprehension exam is based of two parts. The first is comprehension by listening. I read a passage in Italian (twice) and students must answer the questions asked on that specific paragraph. They must demonstrate to understand what is said and answer appropriately. The second part of the comprehension test is comprehension by reading. Students read one or two paragraphs on a topic (for example food, people, everyday topics, people and fashion) and must answer some additional questions. Students must demonstrate to understand what is written and answer accordingly.</p> <p>Students that succeeded came to class on a regular basis, did their homework, practiced on Etudes and did a lot of practice in class and reading comprehension exercises with questions to be answered. The ones that failed hardly came to class and did not do their homework. The students that failed are the ones that miss class the most and failed to do their homework. Students were warned throughout the semester but didn't seem to take any action on their part. Students that did very well are the ones that practiced the most, used the material I provided on Etudes and</p>	<p>Action: Some realistic actions is to do more practice. More reading in the classroom; have students read on cultural events or famous locations in Italy. This can be done once in a while because of time management. But some consistency can be to have a reading comprehension section for each test and exam administered. To improve students need to practice so it's important to provide enough material for them to read and answer questions. Excerpts from Italian newspapers can be useful and also links leading to the most popular Italian newspapers. Also testing students on particular readings in a competitive way during class games. (09/11/2016)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		completed all homework. (09/11/2016) Faculty Assessment Leader: Francesca Kemitch	
<p>SLO #3 - Upon completion of the course, successful students will write a paragraph about themselves and everyday topics.</p> <p>Course SLO Status: Active 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</p>	<p>Essay/Written Assignment - Write a short composition Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met Combined sections 6772 and 6774: on a total of 29 students 23 were successful (79% of class). 6 did not meet the expectations (21% of class).</p> <p>The written exam consists of a typical composition, asking the students to talk about a past trip, where they went, what they did, what happened and so on. Students must demonstrate ability to write grammatically correct sentences in Italian and using both presented past tense. They must demonstrate their knowledge of vocabulary and idiomatic expressions.</p> <p>Exercise leading to the final exam were given throughout the semester and this prepared most of the students. The 3 students that didn't make had a lot of absences and did not complete their assignments. Practice is fundamental. The students that failed didn't complete their assignments on the lab or homework regarding writing essays. Practice is very important. Although I prepare students at every exam not all of them put enough effort to complete their task. (09/11/2016) Faculty Assessment Leader: Francesca Kemitch</p>	<p>Action: Some realistic teaching strategies would be to continue administering more compositions. This is something that needs to be done in a consistent basis. (09/11/2016) Action Category: Teaching Strategies</p>

ECC: JAPA 2:Elementary Japanese II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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>Exam/Test/Quiz - Individually conducted oral exams (interview-format) of approx. 5-7 min. duration per student.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2016, with a total of 72 students assessed for SLO1: 70 out of the 72 students had passed this SLO (Only 2 did not), with an extremely high success rate of 97%.</p> <p>SLO1 basically covers the student's oral or conversational (speaking and listening) skills in the language. At the Japanese 2 level, students are required to employ and distinguish between two speech styles (i.e., formal/polite and informal/casual). Thus oral exercises practicing their forms and applications were heavily stressed in instruction and likely resulted in the high success rate. (05/05/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Continue with present teaching strategies to sustain (and possibly improve) current success rates. (06/08/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course, successful students will read and write hiragana, katakana, and approx. 100 additional kanji characters and demonstrate comprehension of short (2-3 paragraph) prepared texts (e.g., informal letters, emails, brief reports, folktales) written in them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading component of final exam (e.g. 2-3 paragraph reading passage consisting of Hiragana, Katakana and approx. 40-50 learned Kanji, followed by reading comprehension questions.)</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C"/70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2016, with 72 students assessed for SLO2: 65 out of the 72 students had passed this SLO (7 did not), with a success rate of 90%.</p> <p>SLO2 basically covers the student's fluency in the Japanese writing system/orthography (i.e., Hiragana, Katakana, approx. 100 selected Kanji).</p> <p>The resulting 90% success rate is significantly higher than the (70%) expected; however the majority of the 10% who were unsuccessful appeared to have had problems with Kanji recognition/production. (05/12/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David</p>	<p>Action: Continue with present teaching strategies to sustain current success rates.</p> <p>Research resources that might aid/improve students' Kanji recognition/production. (06/08/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Shan, Nina Yoshida			
<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: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were 3 sections of Japanese 2 in Spring 2016, with 72 students assessed for SLO3: 58 out of the 72 students had passed this SLO (14 did not), with a success rate of 81%. SLO3 basically covers the student's level-appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary). (05/12/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Although the resulting 81% success rate notably exceeds the (70%) expected, more writing exercises (e.g., in-class or as homework) should be assigned throughout the semester, so that students can practice, retain, and possibly improve their writing skills more. (06/08/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: JAPA 25: Cultural Aspects of the Japanese Language

<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 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: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>22 out of a total of 25 students assessed had passed this SLO (3 did not), with a success rate of 88%. The success rate (88%) was notably greater than the (70%) expected, indicating that a high majority of students were successful in achieving this SLO by course's end. Students who attended course lectures consistently and punctually appear to have performed best on this exam. (05/11/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>Action: Continue with current instructional methods and materials to maintain these success rates. Possibly add new questions to ensure assessment more comprehensively covers course topics. (06/07/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of the course, successful students will describe and critically analyze a selected topic (e.g., annual events, work ethics, gender roles) on Japanese culture/society by comparing/contrasting it with their own.</p> <p>Course SLO Status: Active</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>Multiple Assessments - Written essay and oral presentation requiring students to describe and critically analyze a chosen topic on Japanese culture.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p> <p>Related Documents: Japn 25 SLO#2 Rubric Sp2014.pdf</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>All 25 out of the total 25 students assessed had passed this SLO, with a success rate of 100%. Because students were able to write their essays/give their oral presentations on a topic of their own choosing (with instructor approval) that they were much interested in, it seems they were highly motivated to be as successful as they were on this particular assessment. (05/11/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuki Minekawa</p>	<p>Action: Maintain current success rates by continuing to employ this assessment method. Students appear to more fully comprehend a Japanese cultural concept when it is compared with/contrasted against a familiar one in their own culture. Having it explained/presented to them by their peers/classmates also seems to better facilitate their understanding as well. (06/07/2017)</p> <p>Action Category: Teaching Strategies</p>

ECC: JAPA 4:Intermediate Japanese II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, successful students will converse in Standard Japanese in a culturally appropriate manner (e.g., using honorific/humble speech style and expressions) with Japanese speakers about cultural topics and social situations typical to life in Japan (e.g., annual events, shopping, education, paying formal visits). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 4 level.</p> <p>Course SLO Status: Active 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</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: 2015-16 (Spring 2016) Standard Met? : Standard Met All 27 out of the 27 students assessed had passed this SLO, with a 100% success rate. At the Japanese 4 level, students are required to employ and distinguish between 3 speech styles (i.e., honorific/humble, formal/polite and informal/casual). Oral exercises practicing their forms and applications (esp. honorific/humble) were much focused on in instruction and likely resulted in the high success rate. (05/10/2016) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Sustain and support current success rates in this SLO by providing students with ample opportunities to practice/hone their conversational skills in the classroom (e.g., communicative tasks in pairs/groups). (06/06/2017) Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of the course, successful students will read and write hiragana, katakana, and approx. 300 kanji characters and demonstrate comprehension of longer (4-5 paragraph) adapted authentic texts (e.g., short biographical essays, newspaper articles, formal letters) written in them.</p> <p>Course SLO Status: Active 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</p>	<p>Exam/Test/Quiz - Reading component of final exam consisting of a five-paragraph reading passage containing approx. 200 (out of the 300) learned Kanji, followed by content comprehension questions.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 25 out of the 27 students assessed had passed this SLO (Only 2 did not), with a success rate of 93%. As the success rate of 93% was considerably higher than anticipated initially (70%), the results show students achieved level-appropriate proficiency in their Japanese reading skills at course completion. This is not surprising, given that many students at the Japanese 4 level are either majoring in and/or taking the course for career/professional reasons are thus highly-motivated learners of the language. (05/12/2016) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Support current success rates in this SLO by continuing to provide level-appropriate reading materials so students can improve fluency in their reading skills. (06/08/2017) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 - Compose a formal letter or personal narrative in Japanese that develops a given theme (e.g., letter of thanks to a social superior, description of one's worst day or experience) in 3-4 related paragraphs using learned kanji, vocabulary, idiomatic/cultural expressions, structures, and in accordance with written Japanese protocols.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 08/02/2016</p>	<p>Exam/Test/Quiz - Writing component of final exam where students are to compose a 5-600 character (3-4 paragraph) formal thank-you letter addressed to a social superior.</p>		

ECC: SPAN 1:Elementary Spanish I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 1, successful students will converse in and comprehend Spanish using present tense, simple past tense, and “ir + a + infinitive” construction about everyday topics, such as introductions and descriptions about themselves and others within the limits of vocabulary appropriate to beginning Spanish 1.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration -</p> <p>Oral Presentation: recording, interview, class presentation. Instructors assessed their students through a recording, an interview or a class presentation during which each student discussed/was asked about everyday topics within the limits of vocabulary and structures appropriate to beginning Spanish 1 as part of the final exam.</p> <p>Standard and Target for Success:</p> <p>Criteria: Student gets 70% of all categories listed on a rubric</p> <p>Related Documents:</p> <p>Oral SLO 1. Presentational Rubric.xlsx</p> <p>Oral SLO 1 Interpersonal Rubric.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 292 students, 270, or 92%, were Acceptable and 22, or 8%, were Unacceptable. The results in this SLO improved a little over Spring 2015 (5 points better) and show that the consistent use of the same tools and rubric across all sections (including some evening classes, taught by adjunct instructors, which had been difficult to contact in the past) has helped to assess all our students successfully. Apart from the large percentage of heritage learners (around 50%) -which always impacts this SLO positively for obvious reasons-, the good results when assessing our students’ speaking skills also show that the speaking practice of the non-heritage speakers in our Spanish classes is also close to optimal. (09/14/2016)</p> <p>Faculty Assessment Leader: Andrés Moina</p> <p>Faculty Contributing to Assessment: María Barrio de Mendoza</p>	<p>Action: We’ll continue using the revised rubrics and encourage instructors to increment students’ oral participation in communicative practices in class and online with the aim of reducing the 8% of unacceptable results even more. The online component (Vistas WebSAM) provides with a great variety of opportunities to practice oral skills through individual recordings on the Prueba Oral sections or partner-chat sessions and instructors should take advantage of this excellent tools at our disposal to promote students’ speaking practice. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of Spanish 1, successful students will read and comprehend short paragraphs in Spanish on topics such as places in the city, daily routines, fields of study, pastimes, vacations, and likes and dislikes.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (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 - The assessment tools used were: a reading followed by multiple choice or short-answer comprehension questions as part of the final exam; a reading followed by multiple-choice or short answer comprehension questions, given separately; and an online activity from Vistas -textbook- Adelante or Cultura sections.</p> <p>Standard and Target for Success:</p> <p>Criteria: student can answer 70% of questions correctly</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 292 students, 255, or 87%, were Acceptable and 37, or 13%, were Unacceptable. The results in this SLO have improved 5 points from a year ago and this is probably due to the addition of a reading/cultural section in each lesson (as observed in the action plan for Spring 2015). The students were assessed on those assignments and some instructors have pointed out that he students who show as Unacceptable in this SLO (and in SLO4 – culture) are mostly students who did not complete and study those sections for the final exam. In general terms, the good results of this SLO are probably a consequence of more reading/cultural assignments being assigned by instructors. This consistent exposure of our students to these type of assignments has</p>	<p>Action: Keep assigning specific reading activities in each lesson through the Supersite (digital platform) to increase students’ exposure to reading materials on various cultural aspects of the Spanish- speaking world. Instructors should encourage reading aloud in class and train students to apply critical thinking skills when doing reading comprehension activities in class and online. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>clearly contributed to the beneficial practice of reading skills, with improved results in the final assessment of the SLO. (09/14/2016)</p> <p>Faculty Assessment Leader: Andrés Moina</p> <p>Faculty Contributing to Assessment: María Barrio de Mendoza</p>	
<p>SLO #3 - Upon completion of Spanish 1, successful students will write a 5 to 10 sentence paragraph in Spanish about themselves and everyday topics such as leisurely activities and academic life using the present tense, simple past tense, and “ir + a + infinitive” construction.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - The assessment tool used was a three-paragraph essay as part of the final exam. The students had to complete three paragraphs, using simple past, present, and future constructions.</p> <p>Standard and Target for Success: Criteria: students meet 70% of all categories listed on a rubric.</p> <p>Related Documents: Span 1 Final Essay Rubric. SLO 3.docx</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 292 students, 231, or 79%, were Acceptable and 61, or 21%, were Unacceptable. The results in this SLO are consistent with previous assessment years and still show the lowest percentage of acceptable results of the four SLOs assessed. Writing still seems to be the hardest skill for our students. We have encouraged more in-class and online writing assignments, but the results are still far from satisfactory. Even though we used the new rubric that included the three tenses tested as a separate category, further work on refining our assessment tools seems to be needed. A more consistent approach to assigning and assessing writing activities is also needed if we want to reduce the disparity of results among the various sections. (09/14/2016)</p> <p>Faculty Assessment Leader: Andrés Moina</p> <p>Faculty Contributing to Assessment: María Barrio de Mendoza</p>	<p>Action: Make more use of the opportunities the Supersite provides for writing practice. Encourage writing activities of various types (dialogues, question-answer, paragraph writing), even note-taking of what is discussed in class as a way to make students to be more reliant on their writing in order to be successful language learners. Sharing the rubric criteria with students might help them better understand both the material and the assessment criteria, which might in turn improve students’ scores. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4 - Upon completion of Spanish 1, successful students will demonstrate basic awareness of Hispanic culture, such as values, customs, surname system, meals, etc.</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: 02/04/2014</p>	<p>Exam/Test/Quiz - The tool used was a reading followed by multiple choice or short-answer comprehension questions as part of the final exam; a reading followed by multiple choice or short-answer comprehension questions, given separately; and an online activity from Vistas (textbook) Adelante or Cultura sections.</p> <p>Standard and Target for Success:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>Out of 292 students, 239, or 82%, were Acceptable and 53, or 18%, were Unacceptable. The results in this SLO show an improvement of 8 points over our last SLO assessment. There is definitely room for improvement, but it seems that the more consistent approach to the assessment of the cultural component is already producing better results. The exact percentage of cultural questions included in the final exam was agreed on and put into practice, as stated in our action plan, and that alone seems to have contributed to</p>	<p>Action: Encourage instructors to use a variety of activities to teach culture, not just reading. There are very valuable visual resources (videos, pictures,...) at our disposal in the Supersite that could diversify the means by which we teach culture and not alienate those students whose reading skills are not strong. Instructors should also try to include more cultural bits in class discussions since we can become excellent</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Students answer 70% of the questions correctly.</p> <p>Related Documents: Cultural Content from Vistas (1-6+).docx</p>	<p>more consistent assessment. Some instructors remarked that the students who did not do well in this SLO also failed SLO#2 (reading) since they did not read and prepare those assigned sections for the final exam. It is also a fact that there is limited time to share about Hispanic culture since seven chapters are covered in a semester and instructors mostly focus their efforts on developing language skills and not specifically culture. (09/14/2016)</p> <p>Faculty Assessment Leader: Andrés Moina Faculty Contributing to Assessment: María Barrio de Mendoza</p>	<p>sources of cultural information by just talking about our language learning experiences. (09/14/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: SPAN 3:Intermediate Spanish I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of Spanish 3, successful students will converse in and comprehend Spanish with an increasing awareness and control of grammatical tenses and modes about personal topics such as personal preferences and opinions, accomplishments, future plans and making requests.</p> <p>Course SLO Status: Active 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</p>	<p>Presentation/Skill Demonstration - Oral examination and/or presentation Standard and Target for Success: 70% of students will score 70% = C or better on the oral exam or presentation</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 93% of students (13/14) successfully scored "acceptable" for this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. The success rate was due to the fact that this group was highly vocal, in addition to having a number of native speakers of Spanish. All of the students, moreover, were highly motivated and enthusiastic to learn. This is often the case in higher level Spanish classes. (09/12/2016) Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue assigning oral presentations as well as pair and group dialogues for the continued successful results of this SLO. (09/16/2016) Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of Spanish 3, successful students will read and comprehend short articles and stories in Spanish from authentic texts on topics related to Hispanic culture such as identity and social issues, music, art, literature, history and politics.</p> <p>Course SLO Status: Active 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</p>	<p>Essay/Written Assignment - Written examination. Standard and Target for Success: 70% of students will score 70% (C) or better on the written exam or assignment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 93% of students (13/14) successfully scored "acceptable" in this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. The reason for this success was the motivation factor of all of the students. Many were completely committed to learning the language. Some were even thinking of studying Spanish as a major or a minor upon transferring to a four-year university. In addition, there were several native speakers of Spanish. (09/12/2016) Faculty Assessment Leader: Alicia Class Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue assigning readings in and out of class for the continued successful results of this SLO. (09/16/2016) Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of Spanish 3, successful students will write a 3-4 paragraph story in the past using the preterit and imperfect tenses, the subjunctive and indicative modes and the correct use of accent marks.</p>	<p>Essay/Written Assignment - Written composition. Standard and Target for Success: 70% of students will score 70% (C) or better on the written composition.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 86% of students (12/14) successfully scored "acceptable" for this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been</p>	<p>Action: Continue assigning written work in and out of class as well as online grammar activities for the continued successful results of this SLO. (05/31/2017) Action Category: Teaching</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</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		<p>quite successful in achieving this SLO by course's end. 93% of students (13/14) successfully scored "acceptable" in this SLO. Given that the success rate was significantly higher than expected (70%), students appear to have been quite successful in achieving this SLO by course's end. As in SLO #1 and #2, students were highly motivated to learn and truly committed to learning. They did all of their assignments and fully participated. This is often the case in higher level Spanish courses. (05/17/2016)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	Strategies

ECC: SPAN 52A:Spanish for Native Speakers

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of Spanish 52A, successful students will converse in Spanish using present tense, simple past tense, imperfect tense, and basic vocabulary in the fields of art, music, film, literature, fashion, sports, and physical fitness.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation. Instructor assessed her students through an oral presentation during which each student first discussed cultural information on a Spanish-speaking country with subsequent questions from the instructor within the limits of vocabulary and structures appropriate to the level of Spanish 52A.</p> <p>Standard and Target for Success: Criteria: Students get 70% of all categories listed on a rubric.</p> <p>Related Documents: oral rubric</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed using an oral presentation. Students were asked to select a historical period of importance to a Spanish-speaking country and to present at least four artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). Grammatical structures and vocabulary reviewed/learned in the course (for example, present tense, simple past tense, and imperfect tense) were required as part of the presentation. The oral presentation was graded for content, and lexical and grammatical use. A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>The success rate was 95% for this SLO. Out of the 40 students evaluated, only 2 were not successful. Those students did not complete the assignment. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade</p> <p>Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p>	<p>Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #2 - Upon completion of Spanish 52A, successful students will read and summarize in Spanish poems, short stories, and short essays by Spanish-speaking authors.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Project - Reading comprehension questions. Instructor assessed her students through a reading comprehension text designed for the reading of short stories. Readings were within the limits of structures appropriate to Spanish 52A. This activity was part of one of their final class projects.</p> <p>Standard and Target for Success: Criteria: Students get 70% of all categories listed on a rubric.</p> <p>Reviewer's Comments: Given that the success rate (79%) was higher than expected (70%), students</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed using one section in each of the chapter exams. Students read many literary works that familiarized them with Spanish/language short stories, poetry, essays, and other literary works produced in Spanish. Students completed practice exam questions. Basic literary questions as well as opinion-based questions were answered in paragraph form. Content was more important than lexical and grammatical accuracy for these three assignments. An average of 70% or more on these sections was recorded as successful attainment of this SLO.</p> <p>95% of students assessed succeeded (38/40). Two did not</p>	<p>Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>appear to have been moderately successful in achieving this SLO by course's end.</p> <p>The notable decrease in success rate from SLO1 (100%) was simply due to the fact that during this particular semester, 6 out of the 28 students did not turn in their reading project.</p>	<p>take all the necessary exams to earn a satisfactory 70% or above for this assessment and were, thus recorded as N/A. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p>	
<p>SLO #3 - Upon completion of Spanish 52A, successful students will write in Spanish about historical, cultural, and literary aspects of several Spanish-speaking countries and Hispanic communities in the United States using preterite and imperfect verb tenses basic command of orthography and written phonetic and diacritical accents.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018) Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Instructor assessed her students through a guided writing activity where they had to write three paragraphs in Spanish describing and narrating in the preterite and the imperfect verb tenses historical, cultural, and literary aspects of several Spanish-speaking countries and Hispanic communities in the United States. This activity was part of the final exam.</p> <p>Standard and Target for Success: Criteria: Students get 70% of all categories listed on a rubric.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met</p> <p>This SLO was assessed using the written portion of their final class presentation.. Students were asked to select a historical period of importance to a Spanish-speaking country and to present at least four artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). A PowerPoint or Prezi presentation was required. The written historical and social-commentary content on the PowerPoint or Prezi document was graded as well as grammatical structures specified in the SLO (preterite and imperfect verb tenses and orthography). A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>Five students did not complete the assignment. That is 35/40 completed the assignment, making the attainment rate only 87.5%, much lower than the other SLOs. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p>	<p>Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017) Action Category: SLO/PLO Assessment Process</p>
<p>SLO #4 - Upon completion of Spanish 52A, successful students will demonstrate basic awareness of cultural events and topics of Spain, several North, Central, and South American Spanish-speaking countries,</p>	<p>Presentation/Skill Demonstration - Oral presentation. Instructor assessed her students through a presentation as part of one of their final class projects.</p> <p>Standard and Target for Success:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met</p> <p>This SLO was assessed using an oral presentation. Students were asked to select a historical period of importance to a Spanish-speaking country and to present at least four</p>	<p>Action: Faculty are planning a series of meetings to create a Consistency Project for this course. (09/16/2017) Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>and Hispanic communities in the United States. These topics include the first inhabitants of these particular Spanish-speaking countries as well as Latino immigration in English-speaking North America.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</p> <p>Input Date: 11/20/2013</p>	<p>Criteria: Students get 705 of all categories listed on a rubric.</p> <p>Related Documents: Oral Rubric.docx</p>	<p>artistic reactions to the selected historical period (for example, literature, theater, film, performing arts, fine arts, etc.). The oral presentation was graded for cultural content. A score of 70% or more was recorded as successful attainment of this SLO.</p> <p>38/40 students succeeded, 95%. Two did not complete the assignment. (09/16/2016)</p> <p>Faculty Assessment Leader: Argelia Andrade</p> <p>Faculty Contributing to Assessment: Alicia Class, Argelia Andrade</p>	