

Assessment: Course/Service Four Column



Dept - (IIS) French

FREN 1:Elementary French (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>FREN1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, leave-taking, description of family members, daily activities and hobbies, expression of (dis)likes and future plans.</p> <p>SLO Status: Active</p>	<p>Exam - Standardized - The students had to write answers to oral questions to demonstrate that they understood the phrasing as well as the new studied vocabulary. They were tested on their ability to ask and answer a complex question (A complex question would be a question to which the answer is not yes or no. It would require recognition of the interrogative word). Answering those questions properly would show their command of the vocabulary as well as the language structure.</p> <p>The following questions were given as part of the standardized fourth chapter test. The students had to complete this first part as they listened to the following:</p> <p>1/ Combien de voitures avez-vous? 2/Y a-t-il un lit dans la salle de classe? 3/ Où est le livre du professeur? 4/ Quand portez-vous un manteau? 5/ À qui téléphonez-vous souvent?</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>19 students out of 23 (or 83%) achieved a score of 70% or higher. 14 out of 23 (or 61%) of the students achieved a score of 80% or higher so I surpassed the 70-70% target by 13%</p> <p>Most of the students were able to understand the questions and answer them using the proper grammar. However some didn't retain the change of article when expressing the absence of something ("un, une, des" become "de") . Some did not apply the combination of preposition and article (au... or du...). So details of the grammar were not fully grasped by all students.</p> <p>(03/02/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I would like to improve these scores in the future by at least 5 to 10 % in reading comprehension as well as vocabulary/ syntax acquisition. In order to do that I will revise the questions, do more drills, encourage participation and collaboration between students, and give them access to more material.</p>	<p>Enhancement: I will encourage students to talk in groups for five minutes at the beginning of class, having them ask each other about their daily activities, their hobbies, their interests (from topic covered in the chapter). I would listen, aggregate incorrect sentences, and write them on the board for correction.</p> <p>After every chapter studied, I will assign short readings and questions to students as homework, so they can improve their reading comprehension skills. I will have students use French for their daily journal and for their movie reports in order to improve their ability to compose in the target language.</p> <p>I would show the students a one or two minute video with an interaction and make them imagine the conversation between the protagonists before I make them listen to it. That will help</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Target for Success: 70 percent of the students score 70 percent or higher.</p>		<p>them associate a context with the appropriate oral structures. These enhancements will certainly help students get the competency they need to communicate in French at a basic level. (03/27/2018)</p>
<p>FREN1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - As a review for chapter 1 through 4, the students were given a descriptive text that encompasses the vocabulary and the grammar studied in class. After reading the text, they were supposed to answer questions in True/ False format. They had five minutes to complete the task.</p> <p>Target for Success: 70 percent of the students score 70 percent or higher.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 19 students out of 25 (or 76%) achieved a score of 70% or higher. 18 out of 25 (or 72%) of the students achieved a score of 80% or higher so I surpassed the 70-70% target by 6% Most errors occurred on question 2 and 10: Question 2 The vocabulary was sometimes challenging, and certain students had not memorized the many meanings of words like belle. The subtle difference brought by the dash in the word belle-soeur (sister in law) was not caught even though it was studied in class. Question 10 was not clear enough: the use of a pronoun as a direct object has never been taught. It may have confused them. (03/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): I would like to improve these scores in the future by at least 5 to 10 % in reading comprehension as well as vocabulary/ syntax acquisition. In order to do that I will revise the questions, do more drills, encourage participation and collaboration between students, and give them access to more material.</p>	<p>Enhancement: I will encourage students to talk in groups for five minutes at the beginning of class, having them ask each other about their daily activities, their hobbies, their interests (from topic covered in the chapter). I would listen, aggregate incorrect sentences, and write them on the board for correction. After every chapter studied, I will assign short readings and questions to students as homework, so they can improve their reading comprehension skills. I will have students use French for their daily journal and for their movie reports in order to improve their ability to compose in the target language. I would show the students a one or two minute video with an interaction and make them imagine the conversation between the protagonists before I make them listen to it. That will help them associate a context with the appropriate oral structures. These enhancements will certainly help students get the competency they need to communicate in</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

French at a basic level.
(03/27/2018)

FREN1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
SLO Status: Active

Exam - Standardized - The students had to write a paragraph that demonstrates understanding and grasp of new vocabulary studied in chapter 4 as well as the command of language structures. the following prompt was given as part of the standardized chapter four test. The students had to complete the 7 parts of the test in one hour. The last part being:

Comment est votre chambre?
Write a paragraph describing your room. Be very specific, so that the reader can actually imagine what it looks like:
Is your room big? Comfortable?
What color are the walls? Where are the furnishings and objects located in relation to each other?

What things are inside or on some of your furnishings (desk, dresser, etc.)? Also include something(s) that you do not have in your room.

Write this paragraph using only what we have learned so far in this course. Do not try to write things that we haven't learned how to do yet.

Target for Success: 70 percent of the students score 70 percent or higher.

Program Review Reporting Year: 2017-2018

Target : Target Met
19 students out of 21 (or 90%) achieved a score of 70% or higher. 17 out of 21 or 81% of the students achieved a score of 80% or higher so I surpassed the 70-70% target by 20%.
The students mastered the prepositions of location and the vocabulary used to describe their room.
We had done a lot of drills using videos, pictures drawings, and individual presentations. It seemed to help the students in their writing.
(03/02/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I would like to improve these scores in the future by at least 5 to 10 % in reading comprehension as well as vocabulary/ syntax acquisition. In order to do that I will revise the questions, do more drills, encourage participation and collaboration between students, and give them access to more material.

Enhancement: I will encourage students to talk in groups for five minutes at the beginning of class, having them ask each other about their daily activities, their hobbies, their interests (from topic covered in the chapter). I would listen, aggregate incorrect sentences, and write them on the board for correction.

After every chapter studied, I will assign short readings and questions to students as homework, so they can improve their reading comprehension skills. I will have students use French for their daily journal and for their movie reports in order to improve their ability to compose in the target language.

I would show the students a one or two minute video with an interaction and make them imagine the conversation between the protagonists before I make them listen to it. That will help them associate a context with the appropriate oral structures. These enhancements will certainly help students get the competency they need to communicate in French at a basic level.
(03/27/2018)

FREN1_SLO_4 - Demonstrate a

Exam - Standardized - In French,

Program Review Reporting Year: 2017-2018

Enhancement: I will encourage

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>there are different ways to say “you” depending on who you are talking to. In English there is no distinction between the two forms as everybody is addressed in the only “you” form. The distinction between “vous” and “tu” indicates your relationship to the person you are talking to. Using the wrong form will lead people to think you don’t respect them. For this reason, knowing when to use “tu” and when to use “vous” is critical.</p> <p>The students had to write two basic dialogues based on the following prompts: Write TWO conversations. 1) FIRST: a man and a woman who do not know each other meet. In this conversation they greet each other, ask how each other is doing, find out each other’s names, ask for something and then say goodbye to each other.</p> <p>2) SECOND: two good friends run into each other on campus. In this conversation, they greet each other and ask how each other is doing. They have to ask or say something else before they say goodbye.</p> <p>Target for Success: 70 percent of the students score 70 percent or higher.</p>	<p>Target : Target Met 18 students out of 21 (or 86%) achieved a score of 70% or higher. 16 out of 21 or 76% of the students achieved a score of 80% or higher so I surpassed the 70-70% target by 16% The students know almost perfectly when and how to use tu (informal) vs vous (formal). The students were however challenged by the use of the informal TU: They needed to retain or master the subtleties presented by the syntax (for a subject, they’d have to use tu, for the object te, the possessive adjective is ton ...) which didn’t seem automatic despite the exercises and repetition. (03/12/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I would like to improve these scores in the future by at least 5 to 10 % in reading comprehension as well as vocabulary/ syntax acquisition. In order to do that I will revise the questions, do more drills, encourage participation and collaboration between students, and give them access to more material.</p>	<p>students to talk in groups for five minutes at the beginning of class, having them ask each other about their daily activities, their hobbies, their interests (from topic covered in the chapter). I would listen, aggregate incorrect sentences, and write them on the board for correction.</p> <p>After every chapter studied, I will assign short readings and questions to students as homework, so they can improve their reading comprehension skills. I will have students use French for their daily journal and for their movie reports in order to improve their ability to compose in the target language.</p> <p>I would show the students a one or two minute video with an interaction and make them imagine the conversation between the protagonists before I make them listen to it. That will help them associate a context with the appropriate oral structures. These enhancements will certainly help students get the competency they need to communicate in French at a basic level. (03/27/2018)</p>

FREN 2:Elementary French (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>FREN2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as expressing desire, ability and obligation, expressing negation, narration of past events.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Oral comprehension - Assessed by interviewing students (one to one) during Oral part of Final exam.</p> <p>Target for Success: 70%</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>93% - better by 23% on anticipated target (03/27/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Some students still have difficulties with oral comprehension and showed difficulties in articulating a clear and concise answers. Wrong usage of tenses, and difficulties to use the right preposition with cities, state and country.</p>	<p>Enhancement: It would help the students tremendously to have a weekly session of questions/answers. (03/27/2018)</p>
<p>FREN2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Reading comprehension - Assessed by having students read a paragraph and answer to written questions on Final exam.</p> <p>Target for Success: 80%</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>80% - right on target. (03/27/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were familiar with vocabular and tenses. Some students showed difficulties to used their critical thinking skills in some abstract areas of the text.</p>	<p>Enhancement: Make reading a text a weekly activity. Ask specific questions that will help students develop their critical thinking skills. (03/27/2018)</p>
<p>FREN2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Writing comprehension – Assessed by having students write a short essay using past tense from topic on chapter exam.</p> <p>Target for Success: 70%</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>75 % success- better by 5% on anticipated target. (03/27/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Some students showed difficulties to know when to use a specific past tense and covering all points of the assigned topic.</p>	<p>Enhancement: Make writing a short story a weekly activity. Students will recycle the vocabulary and past tenses that they learnt. (03/27/2018)</p>
<p>FREN2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Other - Social protocol – Assessed by viewing a French movie and analyzing the challenges that illegal immigrants are facing in France compare to US.</p> <p>Target for Success: 90%</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>100% - better by 10% on anticipated target. (03/27/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): All the students had an excellent grasp on the problems facing illegal immigrants in France and made excellent</p>	<p>Enhancement: Unable to identify any needed enhancement, given the highly positive results of this assessment. (03/27/2018)</p>

FREN 3:Elementary French (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>FREN3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as nature and environment, physical and mental wellness, subjective statements of advice, doubt, expectation, (dis)approval, and hypothetical</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Written and oral exam. Target for Success: 75% of students will demonstrate Good to Excellent skills on a rubric.</p> <hr/> <p>Exam - Course Test/Quiz - Oral comprehension - Assessed by interviewing students (one to one) during Oral part of Final exam. Target for Success: 80%</p>	<p>Program Review Reporting Year: 2012-2013 Target : Target Met Over 75% of students performed at the Good to Excellent level on this rubric. (04/18/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Continued assignment of reading, writing, listening and speaking exercises should support this success rate in the future.</p> <hr/> <p>Program Review Reporting Year: 2016-2017 Target : Target Met 99% overall success- better by 19% on anticipated target. Students formed study groups and practiced sample questions. (06/30/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The study group is really working for the students. (We were lucky to have two excellent French speakers and they were very generous with their time to help students practice).</p>	<p>Enhancement: My goal is to encourage all the students to join a study group and be consistent with their meetings through the quarter. I will designate a leader for each group and give the leader exercises, samples of questions as needed. (06/10/2018)</p>
<p>FREN3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students read a written text, then answer comprehension questions Target for Success: 75% of students will apply reading strategies to derive meaning with high effectiveness.</p> <hr/> <p>Exam - Course Test/Quiz - Reading comprehension - Assessed by having students read and answer to written questions on Final exam. Target for Success: 70%</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met 84% of the students performed at the Very Good to Excellent levels on the rubric for this SLO. Only 2% of the students performed at the less than satisfactory level. (05/01/2013) Reflection (CLICK ON ? FOR INSTRUCTIONS): This data shows success in reading at levels well above average.</p> <hr/> <p>Program Review Reporting Year: 2016-2017 Target : Target Met 98 % overall success – better by 18 % on anticipated target. Students practiced in groups. (06/30/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The student did great, they had no problem grasping the overall meaning of the reading part of the exercise.</p>	<p>Enhancement: Future reading assessments could include students’ ability to identify main points and subtleties without having the text in front of them. (05/01/2013)</p> <hr/> <p>Enhancement: Challenge the students a little more by choosing reading texts with complex structures and abstract ideas to continue to help them refine their critical thinking skills in a foreign language. (06/10/2018)</p>
<p>FREN3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent</p>	<p>Exam - Course Test/Quiz - Final examination Target for Success: 75% of students will demonstrate Good to Excellent</p>	<p>Program Review Reporting Year: 2012-2013 Target : Target Met Over 75% of students performed at the Good to Excellent level on this rubric. (04/18/2014)</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>working command of core vocabulary and language structures. SLO Status: Active</p>	<p>skills on a rubric.</p> <p>Exam - Course Test/Quiz - Writing comprehension – Assessed by having students write a short essay recycling tenses learnt in FR2 and 3 based on a topic provided on Final exam.</p> <p>Target for Success: 80%</p>	<p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Continued assignment of reading, writing, listening and speaking exercises should support this success rate in the future.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met 100% success – better by 25 % on anticipated target. Students covered all the sections of the topic and used the vocabulary and tenses that we learnt during the quarter adequately. (06/30/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students covered all the sections of the topic and used the vocabulary and tenses that we learnt during the quarter adequately.</p>	<p>Enhancement: Ask the students to write a short story as a weekly activity and read it to the class. Students will recycle the vocabulary and past tenses that they learnt. (06/10/2018)</p>
<p>FREN3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Multiple choice/short answer quiz. Target for Success: 75% of students will show Good to Excellent ability on rubric to demonstrate an accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to students' own cultures.</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met 95% of students performed in the Very Good to Excellent areas of the rubric for this assessment. Only 1 student performed below satisfactory. (05/01/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are performing at outstanding levels of success in this area.</p>	<p>Enhancement: Unable to identify any needed enhancement, given the highly positive results of this assessment. (05/01/2013)</p>
<p>FREN3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Social protocol – Assessed by viewing a French movie (Les Intouchables) and analyzing the differences between social classes in France (poor vs rich) and compare to US. Assessed by an in class discussion. Not part of Final grade.</p> <p>Target for Success: 75%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 100% success – students formed groups and all got actively involved in the research and the analysis of the difference of the poor and rich classes in France and the US. (06/30/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): This was an eye opener for many students, who saw France just as a glamorous place to visit and enjoy. After watching the film they realized that for the lower social classes in France life is as tough as here when you are poor.</p>	<p>Enhancement: My goal is to continue to have the class watch a francophone movie based on today's social problems. They will form groups and each group will analyze a part of the movie and share. I will encourage them to find and invite a student from the subject country and have a session of questions/answers and finally reflections. (06/10/2018)</p>

FREN 4:Intermediate French (First Quarter)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

FREN4_SLO_1 - Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts of songs, magazines, newspapers, and web sites.

SLO Status: Active

FREN4_SLO_2 - Derive meaning from longer texts of increasing complexity, relying less on contextual clues to extract main ideas and supporting details, and to interpret some subtleties of the text.

SLO Status: Active

FREN4_SLO_3 - Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.

SLO Status: Active

FREN4_SLO_4 - Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

FREN 5:Intermediate French (Second Quarter)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

FREN5_SLO_1 - Demonstrate a somewhat sustained command of essential vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view based on exposure to and analysis of audiovisual, printed, and electronic media, description and narration in any tense.

SLO Status: Active

FREN5_SLO_2 - Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.

SLO Status: Active

FREN5_SLO_3 - Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.

SLO Status: Active

FREN5_SLO_4 - Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

FREN 6:Intermediate French (Third Quarter)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

FREN6_SLO_1 - Demonstrate a sustained command of essential vocabulary and language structures necessary to spontaneously and accurately request and provide, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.

SLO Status: Active

FREN6_SLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.

SLO Status: Active

FREN6_SLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.

SLO Status: Active

FREN6_SLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Assessment: Course/Service Four Column



Dept - (IIS) German

GERM 1:Elementary German (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>GERM1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts. SLO Status: Active</p>	<p>Exit Interview - Oral interview and follow-up discussion, assessed using a rubric. Target for Success: all as</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Oral Test questions related to the topics studied during the quarter had to be answered by at least one complete sentence with the proper word order. (11/15/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): 21 of 28 students showed very good and good results, 4 provided a satisfactory replies, 2 struggled with the words and syntax. 5 students were able to create complex sentences by using dependent clauses</p>	<p>Enhancement: For students, who struggled by providing correct sentences might be helpful to work in groups with their classmates, who shows stronger results. Also, I would plan a mini preparation sessions for those, who needs more attention. (11/15/2018)</p>
	<p>Exam - Course Test/Quiz - Vocabulary test for each chapter. Students take vocabulary tests consisting of multiple assignments, e.g. fill in the blanks with proper words, translate words/phrases form English to German and vice versa, find opposites or synonyms for specified words.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 95% of students passed the tests successfully. (11/15/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was happy with the results. The 5 % of the students, who failed showed a better results on the re-take</p>	<p>Enhancement: more activities for learning the core vocabulary, e.g. flash cards (including on-line cards on Study Blue platform); in-class activities for memorizing words. (11/16/2018)</p>
	<p>Other - Video Component to the studied chapters.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met After watching of some video clips related to the first chapters in the textbook, students had to do some assignments provided in the Video-Treff Section. Among these were the following activities: to select the correct answers to the listed questions; to select the person, who matches the statement the best etc. After the students had</p>	<p>Enhancement: If time allows, I would play the video-clips couple of times for a better understanding of words, phrases and structures. (11/17/2018)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

completed the assignments, they compared their answers. Luckily, the majority of the participants finished the assignment with better results than I was expected. The video-assignment seemed to be a bit easier than just a listening-comprehension activities. (11/17/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Even though the video-clips seemed to be easier for the general understanding compared to the listening-comprehension activities, most of the students complained about the speed of talking/fast-talking, a typical impression of a new-language for learners.

GERM1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
SLO Status: Active

Other - Reading Comprehension Assignment with post-reading activities with demonstrations In-class readings of short texts where students had to figure out the meaning of the new words based on the contextual clues and common sense. Two types of post reading activities were used: first, to answer whether the statements followed the text were true or false; secondly, to answer questions to elicit more details.

Program Review Reporting Year: 2017-2018
Target : Target Met
out of 20 participants only 3 misunderstood 2 most difficult questions. Majority of students figured out all of the answers with essential details based on the context though some ideas were worded in a different way, e.g. though a synonym or so. (11/15/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): For those students, who did not meet my expectations some reading-preparation activities/exercises would be very helpful.

Enhancement: More preparation activities before the reading, more HW with reading assignments, where students need to find an answer to certain questions (11/15/2018)

GERM1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
SLO Status: Active

Other - Written short paragraphs (as an individual assignment) or as a part of comprehensive tests such as Midterm or Final Exam.

Program Review Reporting Year: 2017-2018
Target : Target Met
Students had to write a short paragraph 7-10 (sentences) about themselves: what are their names, where are they from, what languages do they speak, how old/tall they are, where do they live now, what do they study, and who are their family members. None of the students failed on this assignment, some used English patterns and word order, but some students were able to incorporate complex sentences with conjunctions "denn", "aber". (11/15/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): More HW assignments where students have to provide a written response on the covered topics/questions.

Enhancement: the students would benefit from more writing activities requiring to express their thoughts in complete sentences. Also, it would be very helpful if students first talk (in groups or pairs) about themselves and later on write a paragraph. (11/15/2018)

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More in-class activities (such as a group conversation) allowing the students to first talk about themselves and later on to write a paragraph.

GERM1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active

Presentation/Performance - Oral presentations on some of the covered topics

Program Review Reporting Year: 2017-2018
Target : Target Met
 Oral presentations (in English) where students could choose topics related to the conversational themes offered in the first four chapters of the textbook. Couple of students reported on German Higher Professional education since we recently discussed the differences between German and US colleges. A few students reported on the students' lifestyles/dorms/shared living in Germany. Some participants talked about vacation opportunities in German-speaking countries and compared the ways German and American students prefer to spend time off. (11/15/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I was very pleased with students' active engagement in various presentations on German life style and culture. This helped the whole class to understand some cultural differences and similarities between the German-speaking countries and the US.

Enhancement: Informational talks and sharing of experiences from people who lived in German-speaking countries would be helpful to get a better understanding of cultural differences. (11/16/2018)

GERM 2:Elementary German (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>GERM2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Vocabulary tests. Tests consisted of various assignments such as translation activities, assignments with blanks where students had to use contextually appropriate words or phrases, short dialogs with missing questions, statements or other language elements related to the conversational topic of each chapter.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Majority of the students did pretty well on the tests and met my expectations. Students were able not only to learn many new words and phrases, but also to use them in certain communicative situations, only 10-15% of the participants received grades lower than C. Those people could retake the tests. (11/16/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): More emphasis on words in certain contexts (dialogs, reactions, descriptions) and on idiomatic expressions. This can be done by adding more in-class conversational activities.</p>	<p>Enhancement: More activities for learning the core vocabulary, e.g. flash cards (including the on-line cards on Study Blue platform); in-class activities for memorizing words. (11/17/2018)</p>
	<p>Other - Video Component to the studied chapters.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met Students watched some video-clips related to the two studied topics: "Das bin ich" und "Freundschaften" . Then the participants had to answer some questions listed in the Video-Treff Section of the textbook. After that students compared their answers. Majority of the participants understood the main ideas and some important details . (11/17/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The video-assignment seemed to be a bit easier than just a listening-comprehension activities.</p>	<p>Enhancement: If time allows, I would play the video-clips couple of times for a better understanding of words, phrases and structures (11/17/2018)</p>
<p>GERM2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p> <p>SLO Status: Active</p>	<p>Exam - Standardized - Reading Comprehension Section of the Chapter and Final Tests. Students had to decide for one of the 2-3 options (multiple choice) or to say whether the statements listed under the text were Right or Wrong.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met As to the Reading Section on the Final Test I got for example the following results: 70% of the students showed very good understanding of the text content; 22- satisfactory results and only 8% - lower than average. (11/16/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Majority of the students has shown satisfactory results.</p>	<p>Enhancement: More more HW with reading assignments, where students need to find an appropriate answer or to provide some details replies to certain questions. (11/17/2018)</p>
<p>GERM2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core</p>	<p>Other - Essay/Short paragraph on students' daily routines, weekly plans, weekend activities etc.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Students had to describe their weekly routines/ activities,</p>	<p>Enhancement: More HW with writing assignments, where students can practice the proper</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>vocabulary and language structures. SLO Status: Active</p>		<p>say what do they do on certain days and times, what do they plan for the weekend. Most of the participants (85%) could write at approximately 10-12 sentences and most of the students accomplished this assignments with grades A and B. (11/16/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The most problematic issue for the rest of the class was to structure the sentence obeying the German syntax rules. Many students used improper word order.</p>	<p>word order and sequence of elements like Time-Manner-Place. (11/17/2018)</p>
<p>GERM2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to on's own culture(s). SLO Status: Active</p>	<p>Presentation/Performance - Oral presentations (in English) where students could present on traditions, historical events, arts, music, literature, foods, sports, technology and contributions of the German-speaking countries to the betterment of the world.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met I was very pleased with the quality and the range of the presentations. Students enjoy hearing other students' perspective. (11/16/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Informational talks and sharing of experiences from people who lived in German-speaking countries would be helpful to get a better understanding of cultural differences.</p>	<p>Enhancement: Informational talks and sharing of experiences from people who lived in German-speaking countries would be helpful to get a better understanding of cultural differences. (11/17/2018)</p>

GERM 3:Elementary German (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>GERM3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2011-12 4 -Spring</p> <p>Outcome Creation Date: 04/18/2012</p> <p>Outcome Inactive Date: 05/09/2012</p>	<p>Exam - Course Test/Quiz - Oral questions in German had to be answered by students in writing complete German sentences.</p> <p>Target for Success: Students were expected to understand the gist of the questions and provide complex information about their own lives (in writing).</p>	<p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>23 out of 27 students who completed the assignment demonstrated a strong or satisfactory ability to provide complex responses to questions (14 students - 100%, 7 students - 84%, 2 students 77%). Among the remaining students, 3 showed some ability and 1 student failed to provide appropriate responses. 85% of all students demonstrated an ability to give complex responses. (06/30/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): While one student failed to demonstrate an appropriate command of German vocabulary and language structures, the vast majority of students did demonstrate the necessary language skills for complex responses to questions in German about their life. However, the limited number of questions asked leaves little room for errors, thus making the assessment of results more challenging.</p>	<p>Enhancement: a. For those students who show a less than satisfactory ability, working with them earlier on by giving them more opportunities to have meaningful, individual (oral and written) exchanges with professor might help improve their abilities to give complex responses.</p> <p>b. Increasing the number of questions might lead to a better means of assessment. (04/04/2016)</p>
	<p>Exam - Course Test/Quiz - Course test. Use of the "listening" portion of the final exam. Students had to give written responses to oral questions (2) asked by the professor. Students had to write complete sentences,</p>	<p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Student performance was very good in the rubric of aural comprehension. Out of 31 students, 26 students received an 'A' (92-100%). The weakest category was fluency (answering questions in whole sentences and creating sentences beyond the recitation of memorized phrases). However, after only 2 1/2 quarters of German, even this level of fluency is not a realistic expectation. Overall, students met my expectations of proficiency. (05/15/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): German language students will benefit from access to tutors for practicing oral communication.</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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providing information about themselves and their life.
Target for Success: 80% of students will demonstrate an ability to provide, in complete sentences, a complex response to questions about their own life.

GERM3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.

SLO Status: Active
Planned Assessment Quarters: 2011-12 4 -Spring
Outcome Creation Date: 04/18/2012
Outcome Inactive Date: 05/09/2012

Exam - Course Test/Quiz - Written exam that included a text with comprehension questions, assessed using a rubric.
Target for Success: The majority of students show good to excellent reading proficiency.

Program Review Reporting Year: 2016-2017
Target : Target Met
 67% of 21 students showed very strong reading abilities, 28% strong, and 5% satisfactory reading abilities. (02/25/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was fully met. Encouraging students to write complete sentences when providing correct information could increase their language skills.

Enhancement: More homework assignments that require students to give detailed responses to readings in complete sentences. (04/01/2019)

Program Review Reporting Year: 2012-2013
Target : Target Met
 Out of 31 students, 19 students were in the 'A' range, 9 students in the 'B' range, and 3 students were in the 'D' range. Therefore, a satisfactory percentage of students showed good to excellent reading skills. (05/15/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Continued assignment of weekly homework resulting in vocabulary expansion should support this success rate in the future. German students will benefit from access to tutors for expanding their vocabulary in the target language.

Exam - Course Test/Quiz - Course test. Use of the "reading" portion of Test 3. Reading a text on the familiar topic of friendships, students had to determine whether statements about the text were correct. They had to rectify incorrect statements by providing details.
Target for Success: 80% of students will demonstrate an ability to read and comprehend this text (and its details) in a meaningful way.

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>GERM3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2011-12 4 -Spring</p> <p>Outcome Creation Date: 04/18/2012</p> <p>Outcome Inactive Date: 05/09/2012</p>	<p>Exam - Course Test/Quiz - Written exam with composition, assessed with a rubric.</p> <p>Target for Success: The majority of students achieve good to excellent proficiency in this assessment.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>All students showed a satisfactory ability to compose a paragraph about a familiar topic (34% very strong, 33% strong, 33% satisfactory). (02/25/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): While the target was fully met, in order to motivate students to perform at their best and demonstrate an improving command of vocabulary and language structures, the assignments could ask for specific grammatical structures (e.g., inverted word order).</p>	<p>Enhancement: In writing assignments, requirements of specific grammatical structures discussed in 'German 3' should be included. (04/01/2019)</p>
		<p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>All of the 31 students demonstrated good to excellent proficiency when composing short essays about a familiar topic (22 students were in the 'A' range, 9 students in the 'B' range.) (05/15/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Continued assignment of writing exercises resulting in greater mastery of grammar and syntax should support the success rate in the future. German students will benefit from access to tutors.</p>	
	<p>Exam - Course Test/Quiz - Course exam. "Writing" part of Test 3. Students had to write a short paragraph on the familiar topic of shopping. The students' command of vocabulary and language structures were evaluated.</p> <p>Target for Success: 80% of students demonstrate an ability to compose a meaningful and predominantly grammatically accurate paragraph.</p>		
	<p>Presentation/Performance - In a group presentation, students had to elaborate on the social protocol in German restaurants and compare it to the social protocol found in U.S. restaurants. Based on a rubric,</p>		

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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students' ability to grasp conventions in Germany's culture(s) and compare it with U.S. culture(s) was evaluated.
Target for Success: 80% of students demonstrate the ability to accurately grasp social protocols and idiosyncracies in German culture (with regard to restaurants), and to identify similarities and differences with U.S. culture.

GERM3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active
Planned Assessment Quarters: 2011-12 4 -Spring
Outcome Creation Date: 04/18/2012
Outcome Inactive Date: 05/09/2012

Project - Oral presentation in form of a skit, assessed using a rubric.
Target for Success: The majority of students' ability to identify differences between the German and U.S. cultures and demonstrate cultural sensitivity.

Program Review Reporting Year: 2016-2017
Target : Target Met
 95% of students demonstrated the ability. 5% of students (one student) presented partially inaccurate information about the social protocol in German restaurant (02/25/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The group project was successful because students moved away from cultural generalizations and increasingly grasped subtleties in German culture. Encouraging students to focus on subtleties in Germany's and their own culture could increase the ability to critically analyze cultures.

Enhancement: More in-class discussions that focus on the comparison of contemporary German culture(s) with the students' own culture (group projects, presentations, skits). (04/01/2019)

Program Review Reporting Year: 2012-2013
Target : Target Met
 Student performance was very good in the rubric of identifying cultural differences. Everyone performed satisfactorily in the rubric of cultural sensitivity. The students met my expectations with regard to analyzing and comparing German-speaking cultures to their own one. (05/15/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Continued assignments of 'culture-related' exercises should support this success rate in the future. Students will benefit from access to tutors for an authentic exchange of cultural perspectives.

GERM 4:Intermediate German (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>GERM4_SLO_1 - Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.</p> <p>SLO Status: Active</p>	<p>Exit Interview - In an oral interview, students had to provide information about predictable topics related to daily activities and personal environment, demonstrating a consistent command of German</p> <p>Target for Success: 80% of students will provide orally a range of somewhat sophisticated information, demonstrating a command of German vocabulary and language structures at the intermediate level (e.g., correct verb conjugation, correct word order).</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>19 out of 20 students (95%) demonstrated a strong or satisfactory ability to orally provide somewhat sophisticated information in German, whereas one student (5%) failed to perform this task satisfactorily. (11/16/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): While one student failed to demonstrate the ability to orally provide information at the intermediate level, the vast majority of students did demonstrate an appropriate command of German. The limited time of each interview has made it harder for the students to demonstrate their full potential.</p>	<p>Enhancement: a. Each interview should be longer.</p> <p>b. All students benefit from a focus on communicative learning, giving each student more time to orally express themselves in German (e.g., more partner and group work). (09/25/2017)</p>
<p>GERM4_SLO_2 - Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - "Reading" part of final exam. After reading a text about family politics in Germany, students had to demonstrate that they understood both the texts, main ideas, and its details.</p> <p>Target for Success: 75% of students will demonstrate an ability to read and comprehend this text (with its details) in a meaningful way.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Target barely met. 15 out of 20 students showed desired reading ability. 5 out of 20 students. (12/12/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): While 75% of all students received a score of 100%, 25% of them received a score of 62.5% or less (one student), low performers with regard to reading skills. Gap needs to be bridged.</p>	<p>Enhancement: 1) More homework assignments on reading texts in German.</p> <p>2) Increasing focus on general reading skills in foreign language. (09/25/2017)</p>
<p>GERM4_SLO_3 - Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - "Writing" part of final exam. Students had to write a short, comprehensible essay (paragraph length) on a familiar topic. The students' command of language structures and vocabulary were being evaluated.</p> <p>Target for Success: 80% of students demonstrate an ability to compose a meaningful and grammatically</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>100% of students showed a satisfactory ability to compose a paragraph-length discourse. (12/12/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): While the target was fully met, in order to 'push' every student to perform at their best and show an increasing command of complex language structures, the writing instructions could be more detailed.</p>	<p>Enhancement: In writing assignments, instructor should include more details with regard to the use of language structures (e.g., "use 5 conjunctions in your paragraph.") (09/25/2017)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

accurate paragraph-length essay.

GERM4_SLO_4 - Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one' own culture(s).

SLO Status: Active

Presentation/Performance - In a group presentation, students had to elaborate on the different eating habits and "food cultures" in Germany and Austria vs. the U.S. Based on a rubric, students' ability to grasp subtleties in the different cultures was evaluated.

Target for Success: 80% of students demonstrate the ability to grasp idiosyncracies in the German-speaking cultures (with regard to food and restaurants).

Program Review Reporting Year: 2015-2016

Target : Target Met

95% of students demonstrated the ability. 5% of students (= one student) was not able to grasp cultural subtleties and tended to generalize about global food culture. (11/22/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): This 'group work' project was very successful because students moved away from cultural generalizations. Encouraging students to do a deeper comparative analysis could increase self-reflection.

Enhancement: More homework assignments that focus on comparing German-speaking cultures to students' own culture(s). (09/25/2017)

GERM 5:Intermediate German (Second Quarter)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

GERM5_SLO_1 - Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.

SLO Status: Active

GERM5_SLO_2 - Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.

SLO Status: Active

GERM5_SLO_3 - Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.

SLO Status: Active

GERM5_SLO_4 - Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

GERM 6:Intermediate German (Third Quarter)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

GERM6_SLO_1 - Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.

SLO Status: Active

GERM6_SLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.

SLO Status: Active

GERM6_SLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.

SLO Status: Active

GERM6_SLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Assessment: Course/Service Four Column



Dept - (IIS) Hindi

HNDI 1:Elementary Hindi (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>HNDI1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2013-14 4-Spring</p> <p>Outcome Creation Date: 10/17/2011</p>	<p>Presentation/Performance - oral vocabulary</p> <p>Target for Success: 95% pass</p> <p>Comments/Notes: Satisfactory.</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Met</p> <p>20/29 = A</p> <p>6/29 = B+</p> <p>3/29 = B (01/14/2015)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): 100%. Result shows they did well.</p>	<p>Enhancement: By doing group practice and one-on-one helped. Gave good result. (01/14/2015)</p>
<p>HNDI1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Speaking simple sentences of daily requirement</p> <p>Target for Success: 95% pass</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Met</p> <p>18/29 = A</p> <p>9/29 = B</p> <p>2/29 = B- (01/14/2015)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): They did well by securing A. More than 50% secured A and others B+ and B.</p>	<p>Enhancement: Will try group work to get even better result. (01/14/2015)</p>
<p>HNDI1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Question/Answer: name of colors, name of relations, name of body parts</p> <p>Target for Success: 95% pass.</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Met</p> <p>21/29 = A</p> <p>7/29 = B+</p> <p>2/29 = B (01/14/2015)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): They did well</p>	<p>Enhancement: For getting more success, one-on-one coaching is good. (01/14/2015)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

due to practice quite often and group practice.

HNDI1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Demonstration - Final Exam: Sentences in past, present, and future tenses.

Target for Success: 95% pass

Program Review Reporting Year: 2014-2015

Target : Target Met

21/29 = A

4/29 = B+

4/29 = B (01/14/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): They did as per expectations. More than 50% of students obtained A.

Enhancement: One-on-one help to deserving students, to succeed 100% or 90%A. (01/14/2015)

Hindi Elem-1 - Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations.

SLO Status: COR_Update_Necessary

Planned Assessment Quarters: 2010-11 2-Fall

Outcome Creation Date: 09/27/2011

Outcome Inactive Date: 12/09/2011

SLO # 2 - Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.

SLO Status: COR_Update_Necessary

Planned Assessment Quarters: 2011-12 2-Fall

Outcome Creation Date: 10/27/2011

SLO # 3 - Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

and Consonants and basic language structures necessary to construct greetings in everyday situations.

Level 1 Part 2

Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.

SLO Status: COR_Update_Necessary

Planned Assessment Quarters: 2011-12 2-Fall

Outcome Creation Date: 11/22/2011

SLO # 4 - Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations.

Level 1 Part 2

Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.

SLO Status: COR_Update_Necessary

Planned Assessment Quarters: 2011-12 2-Fall

Outcome Creation Date: 12/09/2011

HNDI 2:Elementary Hindi (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>HNDI2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Hindi, preparing for a class, school life, shopping and transportation.</p> <p>SLO Status: Active</p>	<p>Project - Instructor provide the Alphabet to student to write the words.</p> <p>Target for Success: 60%will be o.k to do the test.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met 75% students got 95% correct. (03/25/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students do well.Group activity help them to do better and got good result.</p>	
<p>HNDI2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p> <p>SLO Status: Active</p>			
<p>HNDI2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>			
<p>HNDI2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>			

HNDI 3:Elementary Hindi (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>HNDI3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Oral demonstration of weekly vocabulary</p> <p>Target for Success: 95%</p> <p>40% A 30% B+ 20% B 05% B-</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>20/31 A 08/31 B+ 03/B (04/22/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Progress is satisfactory.</p>	<p>Enhancement: Everyone's individual participation is a must. (12/15/2014)</p>
<p>HNDI3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Reading from the text book.</p> <p>Target for Success: 95% pass</p> <p>40% A 30%B+ 20%B 05%B-</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>14/31 A 12/31 B+ 05/B (05/13/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): 14 students were able to read fluntaly,12 students were satisfactory,5 just O.K.</p>	<p>Enhancement: To make fluent reading, need more reading in class. (12/15/2014)</p>
<p>HNDI3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Story reading</p> <p>Target for Success: 95% pass</p> <p>40% A 30%B+ 20%B 05%B-</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>95% passed</p> <p>14/31 A 07/31 B+ 08/31 B 02/B- (05/22/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Hardworking students passed with A and B+ Others not.</p>	<p>Enhancement: Need more group practice (12/15/2014)</p>
<p>HNDI3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and</p>	<p>Presentation/Performance - Sentences Present , Past & Future with objects , Singular & Plural, Feminine & Masculine.</p>	<p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>12/31 A 10/31 B+</p>	<p>Enhancement: To make better result more practice is required. (12/15/2014)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Target for Success: 95% should pass. 40% should succeed with A 30%.should succeed with B+ 35% should succeed with B & B-</p>	<p>09/31 B (06/05/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Result was satisfactory.</p>	

Assessment: Course/Service Four Column



Dept - (IIS) Intercultural Studies

ICS 10:An Introduction to African American Studies

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS10_SLO_2 - Analyze the impact of racism and discrimination on the economic and social conditions of African Americans in North America. SLO Status: Active</p>	<p>Project - Ancestral Paper. Each student will have the option to research an ancestral origin. The project will consist of a six (6) page (minimum) paper that details the research findings, analyzes the topic choice, and compares and contrasts said topic to the major themes, issues, and concepts learned in the course. Target for Success: 70% receive a passing grade of C or better</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met 42 of 44 (95%) students received a C grade or better (02/06/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are having great success with this assignment. I believe it is due to the changes I made for this particular assignment. I am very happy with the results.</p>	
<p>ICS10_SLO_1 - Show proficiency in use of research methods in the field of African American Studies through the completion of a research paper. SLO Status: Active</p>	<p>Project - Research Project that analyzes a major political moment, person, or debate within African American Studies that focuses on political activism. Each student will consider the meaning or historical significance of the moment, person, or debate. Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10% 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met A: 53%; B: .0625% C: .375% D: .03125% (03/27/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met. This group had the benefit of multiple draft writing opportunities and individual (one-on-one) discussions with instructor regarding the assignment.</p>	
<p>ICS10_SLO_3 - Identify the historical forces that gave rise to Black Studies,</p>	<p>Exam - Course Test/Quiz - Midterm Examination</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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and areas of study within the discipline
SLO Status: Active

Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.

A: 90% C: 10% 100% Receiving a passing grade (04/21/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met. For this assignment, the instructor gave the students the option of creating their own (instructor-approved) midterm assignment or taking the instructor-produced examination.

ICS 11: The Roots of the African American Experience

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS11_SLO_1 - Analyze the historical relationship between people of African descent, people of Western European descent, and the institution of slavery and its effects on the African American experience through the book and miniseries Roots. SLO Status: Active</p>	<p>Project - Reflective essay about what you have learned in the class, how it's impacting your understanding of race relations in the United States, and hypothesize what you think needs to change (on a local, state, and societal level) in order for true systemic racial oppression to end. Target for Success: 70% of students receive a passing grade of a C or better</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met 34/43 students received an A grade; 35/43 (81%) students passed with a C or better. Only students who failed to submit the assignment, failed the assignment (01/31/2020) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students do well with this assignment, if they complete it.</p>	
<p>ICS11_SLO_2 - Define key concepts such as race, ethnicity, culture, capitalism, class, and explain how such concepts functions within both the African American community and the larger United States' society. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - A three (3) page minimum personal reflection paper on the course, which addresses: 1)What student has learned (analyze any moments of anti-blackness that student recognized and/or experienced while in the course or noticed in society, due to taking the course) The impact this information/knowledge has had the student and what they are going to do with the information they received from the course. An analysis of the differing experiences of individuals within the African Diaspora. Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10% 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A=93%; B= 3.5%; C= 0%' D= 0%; F= 3.5% and 96.5% received a passing grade (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The assessment is out-performing the Target for Success.</p>	<p>Enhancement: No enhancements needed at this time. Assessment is out-performing Target for Success. (03/02/2018)</p>
<p>ICS11_SLO_3 - Recognize and understand the African Diaspora and the value of one's cultural heritage.</p>	<p>Project - Ancestral Paper. Each student will have the option to research an ancestral origin. The</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 80%; B=10%; C=7%; D=0%; F=3% and 97% received</p>	<p>Enhancement: No enhancements needed at this time. Results out-performed Target for Success.</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>SLO Status: Active</p>	<p>project will consist of a six (6) page (minimum) paper that details the research findings, analyzes the topic choice, and compares and contrasts said topic to the major themes, issues, and concepts learned in the course.</p> <p>Target for Success: A = 15%; B = 30%; C = 30%; D = 20%; F = 5%. 70% receive a passing grade of C or better</p>	<p>passing grade (03/02/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Very excited about the results of the assessment.</p>	<p>(03/02/2018)</p>
<p>ICS11_SLO_4 - Understand that there is no monolithic experience within the African American community.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - A three (3) page minimum personal reflection paper on the course, which addresses:</p> <p>1)What student has learned (analyze any moments of anti-blackness that student recognized and/or experienced while in the course or noticed in society, due to taking the course)</p> <p>The impact this information/knowledge has had the student and what they are going to do with the information they received from the course.</p> <p>An analysis of the differing experiences of individuals within the African Diaspora.</p> <p>Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10% 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>A=93%; B= 3.5%; C= 0%' D= 0%; F= 3.5% and 96.5% received a passing grade (03/02/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Assessment yielded wonderful results.</p>	<p>Enhancement: No enhancements needed at this time. Assessment is out-performing Target for Success.</p> <p>(03/02/2018)</p>

ICS 12:An Introduction to African American Literature

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS12_SLO_1 - Analyze the methodology of selected African-American writers.

SLO Status: Active

ICS12_SLO_2 - Articulate similarities and differences in content presented by African-American writers

SLO Status: Active

ICS12_SLO_3 - Compose an annotated bibliography of the major African-American non-fiction writers.

SLO Status: Active

ICS 16A:History of Africa to 1800

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS16A_SLO_1 - Students will demonstrate and apply knowledge of pre-history up to 1800 African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.</p> <p>SLO Status: Active</p>	<p>Directly related to Student Learning Outcome (SLO)</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met Students demonstrated and applied knowledge of pre-history up to 1800 by submitting 4 written critical reflections papers that analyzed and evaluated African history.</p> <p>Critical Reading Reflections: For selected assigned chapter readings, you will be asked to synthesize (weave together) ideas from the required reading and class discussions. These short essays are asking you to be a critical thinker, meaning you must put the pieces of knowledge that we have collected together in your own, original words. You will be graded based on how well you demonstrate that you have read and understood the ideas from the readings, and how well you have put the pieces together in a way that shows your own thinking. The CRR must be no more than 2 typed pages in length (single-spaced). The CRR must answer the following questions:</p> <p>Summarize the key ideas presented by authors. How does this information help you better understand this particular theme (connect it to previous chapters and/or online class discussions)? What other questions remain about this topic? (03/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Over 80% of the class submitted CRR papers with detailed analyze of the events, facts related to important historical periods in African history. These assignments are designed to inform my instruction by determining how well students are grasping key concepts in the course material.</p>	<p>Enhancement: An enhancement for these assignments will be gathering all the students "remaining questions on the topic" and incorporating them into the learning experience by creating "student groups" for further discussions and/or discussion forums for the entire class to participate by adding substantive dialogue to the topic(s). (03/06/2018)</p>
<p>ICS16A_SLO_2 - Students will identify, critically evaluate, and interpret pre-history up to 1800 African primary documents to construct historical analysis.</p>			

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

Assessment: written evaluation and interpretation of primary documents.

SLO Status: Active

ICS 16B:History of Africa from 1800 to the Present

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS16B_SLO_1 - Students will demonstrate and apply knowledge of 19th and 20th century African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.</p> <p>SLO Status: Active</p>	<p>Directly related to Student Learning Outcome (SLO)</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 75% of students successfully participated in all online discussion forums.</p> <p>I used our class discussions for the term to assess students knowledge of 19th and 20th century African history and their ability to construct defensible statements of meaning and evaluation about this period's developments. The discussion requires were as follows:</p> <p>Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of student participation:</p> <p>Submit initial post(s) early in the week, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.</p> <p>Take the extra time to ensure that your posts are academic in scope--that means punctuation, syntax, grammar and substance.</p> <p>Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references.</p> <p>Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.</p> <p>Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. When relevant, add to the discussion by including prior</p>	<p>Enhancement: Increase supplemental readings and/or films, lecture prior to the discussion forum to enrich the dialogue, and critical thinking from the community forums. (03/06/2018)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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Directly related to Student Learning Outcome (SLO)

knowledge, life experiences, references, web sites, resources, etc. (giving credit when appropriate). Please note: Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

What do I mean by a substantive post? Note the following ideas to set the stage for substantive participation for the development of your critical thinking skills:

1. Ensure that the posting contributes to the overall discussion thread that is being developed. Your response must contain some reference back to the original discussion question. Stay on track by always referring back to that original discussion question.

2. Try to use your post to add value to the discussion. This is more effective than simply responding to meet a requirement.

3. Check to see that the post expands on the main theme (in the discussion question, or assignment posting).

4. Make sure your post is at least 100 to 150 words.
(03/06/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The discussion forums questions solicited thought provoking responses. However, I will continue to expand the supplemental reading material to enrich the discussions and increase the student dialogue and overall knowledge.

ICS16B_SLO_2 - Students will identify, critically evaluate, and interpret 19th and 20th century African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.

SLO Status: Active

ICS 17:Critical Consciousness and Social Change

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS17_SLO_1 - Identify and analyze the philosophical problems pertaining to critical consciousness and social change.

SLO Status: Active

ICS17_SLO_2 - Analyze and assess solutions to these problems from a variety of traditions.

SLO Status: Active

ICS17_SLO_3 - Articulate and defend student's own position on at least one issue related to social change.

SLO Status: Active

ICS17_SLO_4 - Demonstrate an application of these tools to student's own actions and decisions.

SLO Status: Active

ICS 18A:African American History Before 1865

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS18A_SLO_1 - Evaluate the influence of West African culture on the lives of African Americans SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm examination Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 82.6%; B= 0%; C=4.3%; D= 0%; F= 13.1% and 82 and 86.9% received a passing grade. (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The overall numbers were great. However, the number of F grades received needs to be lowered.</p>	<p>Enhancement: Reflection needed on ways to assist students with time management skills. (03/02/2018)</p>
<p>ICS18A_SLO_2 - Analyze the horrific experience of the Middle Passage for Africans SLO Status: Active</p>	<p>Project - Book Review: An academic book review is a formal paper that works to describe, analyze, and evaluate a particular source as well as to provide detailed evidence to support this analysis and evaluation. Further, a review often explains how the book compares to other works on similar topics or illuminates the contribution the book makes to our understanding of a historical topic. Target for Success: A = 15%; B = 35%; C = 25%; D = 20%; F = 5%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 72.7%; B= 9.2%; C=4.5%; D= 0%; F= 13.6% and (22 students) and 86.4% received a passing grade. (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The overall numbers were great. However, the number of F grades received needs to be lowered.</p>	<p>Enhancement: Reflection needed on ways to assist students with time management skills. Students receiving a F grade did not submit assignment. (03/02/2018)</p>
<p>ICS18A_SLO_3 - Critique the role slavery played in American History SLO Status: Active</p>	<p>Project - Slave Narrative Paper: Each student will create their own 4-page slave narrative paper based upon the narratives explored throughout class. All written narratives should incorporate elements from original slave narratives viewed through required coursework. Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 95.8%; B=0%; C=4.2%; D= 0%; F= 0% and 100% received a passing grade. (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Outstanding assessment method.</p>	<p>Enhancement: No enhancements needed at this time. Assessment is out-performing Target for Success. (03/02/2018)</p>
<p>ICS18A_SLO_4 - Investigate significant events leading to the Civil</p>	<p>Project - Research Paper: Research and analyze one of the major</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met</p>	<p>Enhancement: No enhancement needed at this time. Assessment</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
War and end of slavery in 1865 SLO Status: Active	themes, events, issues, personalities, or organizations that impacted the African American experience through 1865. Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.	A= 47.8%; B= 26%; C= 13%; D= 4.5 %; F= 8.7% and 86.8% received a passing grade. (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Assessment met target.	out-performed Target for Success. (03/02/2018)

ICS 18B:African American History Since 1865

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS18B_SLO_1 - Evaluate how segregation and racism shaped the lives of African Americans SLO Status: Active</p>	<p>Project - Film Review: Each student will submit a 2-page personal film review for each of the films watched during the course. The review will analyze each film as it relates to both the historic and current conditions of African Americans in the United States Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 62.5%; B= 0%; C=12.5%; D= 4.2%; F= 20.8% and 75% received a passing grade (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): While the Target for Success was met, the number of students receiving a F, doubled (20%) the predicted target of 10%.</p>	<p>Enhancement: Reflection needed regarding best practices for helping students with time management skills, as many who received a F grade did not submit the assignment or submitted it past the due date. (03/02/2018)</p>
<p>ICS18B_SLO_2 - Investigate the contributions of African Americans in art, music, literature, political, sports and international relationships. SLO Status: Active</p>	<p>Project - Research Assignment: Student is required to create and submit a children’s history book, based on research gathered from the class and outside sources. The book must be an original piece of work written by the student for this class. The book needs to be based on your research of a significant person, place, or event within African American History since 1865. Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 100% and 100% received a passing grade (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): This assessment was changed from a previous research project that was not seeing the success I had hoped. The results are very exciting and the student's feedback regarding their pleasure in the assignment is also noted.</p>	<p>Enhancement: No enhancements needed at this time. Assessment method has produced excellent results. (03/02/2018)</p>
<p>ICS18B_SLO_3 - Assess the contributions of significant Black leaders in the 20th Century SLO Status: Active</p>	<p>Project - Research Assignment: Student is required to create and submit a children’s history book, based on research gathered from the class and outside sources. The book must be an original piece of work written by the student for this class. The book needs to be based on your research of a significant person, place, or event within African</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 100% and 100% received a passing grade (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): This assessment was changed from a previous research project that was not seeing the success I had hoped. The results are very exciting and the student's feedback regarding their pleasure in the assignment is also noted.</p>	<p>Enhancement: No enhancements needed at this time. Assessment method has produced excellent results. (03/02/2018)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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American History since 1865.
Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.

<p>ICS18B_SLO_4 - Analyze key legislation involving the civil rights of African Americans SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm or final examination Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Midterm: A= 66.7% B=8.3%; C= 0% D= 0%; F= 25% and 75% received a passing grade. (03/02/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): While the Target for Success was met, the number of students receiving a F, more than doubled (25%) the predicted target of 10%.</p>	<p>Enhancement: Reflection needed regarding best practices for helping students with time management skills, as many who received a F grade did not submit the assignment or submitted it past the due date. (03/02/2018)</p>
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ICS 19:Justice, Nature and the Geographies of Identity

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS19_SLO_1 - Be able to analyze social, cultural, natural, and political realities

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS19_SLO_2 - Be able to do a community assets assessment.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS19_SLO_3 - Be able to access resources to make a difference in the issues of concern to the student.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS 20:Asian American Experiences in History

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements												
<p>ICS20_SLO_2 - Be able to research and present a significant issue related to Asian American history or contemporary community. SLO Status: Active</p>	<p>Project - One paper analyzing and discussing a racist incident in their lives and how that relates to their particular Asian American ethnic group. Target for Success: "Target for Success" means what level of performance indicates that the students have achieved the outcome. In general students well on this paper: 60% get A's, 20% get B's, 5% get C's, 5% get D's 10% get F's. So if the students score at or higher than this curve, I feel this was a successful class.</p> <p>Presentation/Performance - A group performance project assesses the student's understanding of a particular aspect of Asian American history. Target for Success: In general students do very well on the presentations: 80% get A's, 18% get B's, 1% get C's, 1% get D's 0% get F's. So if the students score at or higher than this curve, I feel this was a successful class.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met</p> <table border="0"> <tr><td>A+</td><td>17</td></tr> <tr><td>A</td><td>8</td></tr> <tr><td>A-</td><td>2</td></tr> <tr><td>F</td><td>6</td></tr> <tr><td>Total</td><td>33</td></tr> </table> <p>So 82% got A's and 18% got F's (03/28/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met for the most part, but I would like to get the % of F's reduced. For some reason, students just do not turn in the project regardless of how much you remind them in class etc. Related Documents: ICS20Fall2011</p>	A+	17	A	8	A-	2	F	6	Total	33			
A+	17														
A	8														
A-	2														
F	6														
Total	33														
<p>ICS20_SLO_1 - Be able to analyze significant issues and events in Asian American history. SLO Status: Active Planned Assessment Quarters: 2011-12 3-Winter</p>	<p>Exam - Course Test/Quiz - The exams include one midterm and a final to assess their understanding of race, racism, racial inequality, and Asian American history. Target for Success: "Target for Success" means what level of performance indicates that the students have achieved the</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met</p> <p>Final scores for ICS 20 Fall 2011</p> <table border="0"> <tr><td>100% - 96.5% = A+</td><td>0</td></tr> <tr><td>96.4% - 93.0% = A</td><td>0</td></tr> <tr><td>92.9% - 89.5% = A-</td><td>4</td></tr> <tr><td>89.4% - 86.5% = B+</td><td>5</td></tr> <tr><td>86.4% - 83.0% = B</td><td>2</td></tr> <tr><td>82.9% - 79.5% = B-</td><td>8</td></tr> </table>	100% - 96.5% = A+	0	96.4% - 93.0% = A	0	92.9% - 89.5% = A-	4	89.4% - 86.5% = B+	5	86.4% - 83.0% = B	2	82.9% - 79.5% = B-	8	
100% - 96.5% = A+	0														
96.4% - 93.0% = A	0														
92.9% - 89.5% = A-	4														
89.4% - 86.5% = B+	5														
86.4% - 83.0% = B	2														
82.9% - 79.5% = B-	8														

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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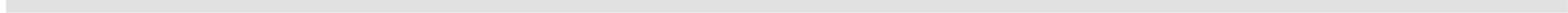
outcome. In general, 10% get A's, 15% get B's, 50% get C's, 15% get D's 10% get F's. So if the students score higher than this bell curve, then I feel this was a successful class.

79.4% - 76.5% =C+ 5
 76.4% - 70.0% = C 7
 69.9% - 66.5% = D+ 1
 66.4% - 63.0% = D 2
 62.9% - 59.5% = D- 2
 below 59.5% = F 1 (03/28/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The curve looks pretty good with only 7 scores below a C, 7 C's, and 24 scores above a C. See the attached excel file for more info. I feel the target was met since the target was 10% get A's, 15% get B's, 50% get C's, 15% get D's 10% get F's and the actual outcome was 11 % A's, 42% B's, 33% C's, 15% D's 3% F's so the curve was shifted to the left.

Related Documents:

[ICS20Fall2011](#)



ICS20_SLO_3 - Become aware and engage in Asian Pacific American community activity.
SLO Status: Active

Project - One paper analyzing, describing, and discussing a community event they attended, or volunteer activity they participated in. Volunteering at the Asian American Film Festival or Hep B screenings for example. The paper explains what they did and learned from the experience.
Target for Success: If they volunteer and participate in a community event, learn about the topic and recognize that volunteering and participating in the community is important than I feel the assignment was successful.

Program Review Reporting Year: 2011-2012

Target : Target Met

I usually make the community event/volunteering paper extra credit since most students work and have a difficult time doing something requiring a few hours off site. Transportation is also an issue. 15/33 students did the extra credit with 73% A, 7% B, 20% C grade. (03/28/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I suppose I could make the assignment mandatory but have not had good luck with that including some students just faking the entire assignment.

Related Documents:

[ICS20Fall2011](#)

ICS 21: Introduction to Pacific Islander History and Culture

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS21_SLO_1 - Analyze and compare the patterns of social culture and values that have framed the experiences of Pacific Islanders in the U.S. and broader diaspora.

SLO Status: Active

Outcome Creation Date: 02/11/2018

ICS21_SLO_2 - Analyze and compare the impact of European and U.S. colonialism on Pacific Islander communities and identities.

SLO Status: Active

Outcome Creation Date: 02/11/2018

ICS21_SLO_3 - Analyze, compare, and apply the Oral Storytelling Tradition to Pacific Islander lives in the U.S.

SLO Status: Active

Outcome Creation Date: 02/11/2018

ICS 22:Contemporary Issues in the Asian American Communities

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS22_SLO_1 - Be able to analyze significant issues and events in the contemporary Asian Pacific American community, with an awareness of Asian American history.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - The exams include quizzes, one midterm and a final to assess their understanding of race, racism, racial inequality, racial formation, racial identity, mixed race Asian Americans, media representations, glass and bamboo ceilings, Asian American women's issues, health issues and other topics in Asian America.</p> <p>Target for Success: In general, 10% get A's, 15% get B's, 50% get C's, 15% get D's 10% get F's. So if the students score higher than this bell curve, then I feel this was a successful class</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met For the Winter 2015 quarter and 39 students, 44% got A's, 28% got B's, 23% got C's, 3% got D's 3% got F's. This is much better than the target for success so this target was met. (04/13/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students in this class did much better than the target. Extra credit assignments helped and me sending reminders via email about assignments due and past due motivated students to turn in assignments.</p>	
<p>ICS22_SLO_2 - Be able to research and present a significant issue related to contemporary Asian America.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - A group performance project assesses the student's understanding of a particular issue in Asian America.</p> <p>Target for Success: In general students do very well on the presentations: 25% get A's, 50% get B's, 22% get C's, 3% get D's 0% get F's. So if the students score at or higher than this curve, I feel this was a successful class.</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Not Met For Winter 2015 and 39 students, 23% A's, 46% B's, 23% C's, 8% D's. This was a disappointing quarter for presentations (04/13/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): I think this was an anomaly of a class regarding presentations. I will stress the importance of presentations more next quarter and perhaps the target for 70% A's is too aggressive.</p>	
<p>ICS22_SLO_3 - Become aware and have capacity to engage in Asian Pacific American community activities.</p> <p>SLO Status: Active</p>	<p>Project - One paper analyzing, describing, and discussing a community event they attended, or volunteer activity they participated in. Volunteering at the Asian American Film Festival or Hep B screenings are two examples. The</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met For Winter 2015, 25 of 39 students completed this assignment of 64% so this is close enough to the target of 65%. (04/13/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students have issues with transportation, scheduling, and finding a</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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paper explains what they did and learned from the experience.
Target for Success: If 65% of the students volunteer and participate in a community event, learn about the topic and recognize that volunteering and participating in the community is important then I feel the assignment was successful.

community event or activity to participate in or volunteer at. Discussing the first week of class and sending out reminders is helpful to keep them on track.

Program Review Reporting Year: 2014-2015

Target : Target Met

For Winter 2015, 25 of 39 students completed this assignment of 64% so this is close enough to the target of 65%. (04/13/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students have issues with transportation, scheduling, and finding a community event or activity to participate in or volunteer at. Discussing the first week of class and sending out reminders is helpful to keep them on track.

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

of labor. Third, students in Winter quarter wrote descriptions and conceptualized their videos in terms of gender and labor.

greatly. There are two areas where the recordings can improve. First, in several of the videos the background music is too loud. Video editors will need to pay attention to the relative volume of the background music and the recording of the poem. Second, in some cases group members who did not write the poems recited them. Sometimes the recitation was stilted, as if the poets did not understand the poems. Some instruction on voice acting might be appropriate for people who are reciting poems. Finally, there should be some discussion among student editors about music transitions and appropriate ways to adjust sound for the end of a video.

With regard to images, there were some issues with the use of motionless still images in the Fall quarter. Students in Winter were instructed to use still images sparingly, and if they did use them, to introduce movement through video editing. In the Winter, though, some of the videos had no lead time and some videos ended abruptly. It would be helpful to have mentors with experience with video editing and film production to help beginning film editors who take the class. (04/17/2015)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		<p>Target : Target Not Met Fall 2013: 31 total students; Winter 2014: 38 total students Fall 2013: 28/31 wrote substantive poems, 12/31 delivered the poem clearly, 28/31 used images effectively Winter 2014: 26/38 wrote substantive poems, 11/38 delivered the poem clearly, 34/38 used images effectively (06/16/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I feel that students were able to write good poems because I encouraged the students to begin from their own experience instead of from critical rubrics from the discipline of Asian American Studies. Each student wrote a series of poems, and as the quarters progressed I tried to move the students towards the topics traditionally covered in Asian American Studies classes. In the Winter Quarter there was considerable unevenness in the poems. Some of the poems were outstanding, while others only showed a superficial engagement with issues raised by Asian Americans. There was considerable unevenness also in the sound quality of the videos and in the delivery of the poems in the videos.</p>	<p>uneven quality of the poems, descriptions for the poetry writing assignments should stress the need for the poems to address issues raised by Asian Americans. Students should also be asked to write about the issue or issues that their poems address.</p> <p>In the future I hope to work with Technology Resources Group in order to improve the sound quality of the videos. I will also stress the importance of the quality of the delivery of the poems. (06/16/2014)</p>
<p>ICS24_SLO_2 - Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities. SLO Status: Active</p>	<p>Project - The primary assessment method is through a group project in which students produce a poetry video. Students write and revise poems, select poems written by group members to be included in the video, draw storyboards, select music, film the video, edit the video, and write the description for the video. The videos are uploaded to a YouTube channel for Asian American Literature</p> <p>Target for Success: 100% is the target for success. A successful video includes poems that address the impact of race, gender, sexuality, and/or socioeconomic class. Ideally, videos will show how gender,</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met Fall 2013: 31 total students; Winter 2014: 38 total students Fall 2013: 28/31 addressed race, 3/31 addressed gender, 0/31 addressed sexuality, 0/31 addressed socioeconomic class Winter 2014: 26/38 addressed race, 5/38 addressed gender, 0/38 addressed sexuality, 1/38 addressed socioeconomic class (07/09/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In both quarters most of the poems addressed race, but very few of the poems addressed gender, sexuality, and socioeconomic class. A reason for this is that students came into the class with a general expectation that they would learn about race and ethnicity. However, the framework of the course did not emphasize enough that students should also understand the intersections between race and ethnicity and gender, sexuality, and socioeconomic class. In other</p>	<p>Enhancement: Students should be encouraged to write at least one poem that addresses gender, sexuality, and/or socioeconomic class. This will probably require some time in class where students will try to develop ways to understand the importance of gender, sexuality, and/or socioeconomic class in shaping the experiences of Asian Americans. Groups should be encouraged to select the poems that address gender, sexuality, and/or socioeconomic class as the poems that they will feature in their videos. (07/09/2014)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>sexuality, and/or socioeconomic class affect the experiences of Asian Americans.</p> <p>Exam - Course Test/Quiz - The primary assessment method is through a final exam in which students screen and interpret the group poetry videos. The exam consists of two parts. The first part consists of notes that students make for each poetry video. In the second part students write short responses to questions that ask them to interpret the videos in terms of struggles related to race, gender, and socioeconomic class. Target for Success: 100% is the target for success. A successful exam demonstrates that the student can interpret the creative expression of other De Anza students in terms of struggles that De Anza students face with regard to gender, socioeconomic class, race, and sexuality.</p>	<p>words, the framework of the course did not do enough to encourage students to consider how the experiences of Asian Americans are affected by gender, sexuality, and socioeconomic class.</p> <p>Program Review Reporting Year: 2014-2015 Target : Target Not Met Fall 2014: 41 Students; Winter 2015: 40 Students (five students did an alternative assignment instead of the poetry video) Fall 2014: 21/41 addressed gender; 33/41 addressed class; 39/41 addressed race; 0/41 addressed sexuality Winter 2015: 38/40 addressed gender; 33/40 addressed class; 38/40 addressed race; 0/40 addressed sexuality (04/17/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): The results for SLO 2 are similar to the results for SLO 1 insofar as there was significant improvement in the students' ability to address issues around gender between the Fall and the Winter quarters. The results are also similar insofar as none of the students in either quarter addressed sexuality.</p>	<p>Enhancement: Earlier in the quarter students should be given an assignment in which they define and use certain key concepts related to race, gender, sexuality, and socioeconomic class. Examples of such concepts include labor solidarity, gendered division of labor, and the regulation of sexuality.</p> <p>One of the reasons for the success of the Fall and Winter courses in developing the ability of students to interpret creative works in terms of gender and class is a consistent emphasis in both of these quarters, and especially in the Winter, on the experiences of Asian Americans with regard to work. A similarly sustained attention to relationships and the codes, institutions, governments, and groups that regulate family formation and marriage might produce similar success in students' ability to interpret texts in terms of sexuality. (04/17/2015)</p>

ICS 26: Introduction to Lesbian, Gay, Bisexual and Transgender Studies

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS26_SLO_1 - Demonstrate awareness of assumptions, beliefs, values, and behaviors with regard to sexuality and gender identity. SLO Status: Active Outcome Creation Date: 03/19/2015</p>	<p>Exam - Course Test/Quiz - Midterm or Final examination Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 65%; B= 3%; C=21%; D=7%; F = 3% and 90% received a passing grade (03/14/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Target was met. Assessment yielded great results.</p>	<p>Enhancement: No enhancements needed at this time. Assessment is out-performing target for success. (03/14/2018)</p>
<p>ICS26_SLO_2 - Understand the multiple identities within one's self and recognized the socializing forces of culture, privilege, and oppression in shaping our frames of reference in regards to sexuality and gender identity. SLO Status: Active Outcome Creation Date: 03/19/2015</p>	<p>Project - Personal Narrative Paper: Analyzes the formation of one's own sexual identity. The narrative will address each student's formation of gender, sexuality, identity, and sexual orientation. Additionally, each student will analyze the socializing forces of culture, privilege, and oppression in shaping one's frame of reference in regards to gender, sexuality, identity, and sexual orientation. Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 85%; B=7%; D=4%; F=4% and 92% received a passing grade (03/14/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): I am very excited about the results of this assessment. This project was enhanced by scheduling it later in the academic quarter (Week 9). In previous quarters, the assignment was scheduled earlier (Week 4) and may have contributed to the lower scores.</p>	<p>Enhancement: No enhancement needed at this time. New enhancements yielded wonderful results. (03/14/2018)</p>
<p>ICS26_SLO_3 - Interact and discuss issues of sexuality and gender identity in a safe classroom learning environment. SLO Status: Active Outcome Creation Date: 03/19/2015</p>	<p>Presentation/Performance - Group Pride Project: Each student is responsible for helping prepare a group project that focuses on an important issue within the LGBT community. Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10%. 70% receive a passing grade.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met A= 87%; B= 3% F=10% and 90% received a passing grade. (03/14/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Assessment yielded great results. Many students (4 of 29) received bonus points for such well developed projects.</p>	<p>Enhancement: No enhancements needed at this time. Assessment is out-performing target for success. (03/14/2018)</p>

ICS 28: Social Environmental History

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS28_SLO_1 - Students will demonstrate and apply knowledge the history of human societies' influence on their environments to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.

SLO Status: Active

ICS28_SLO_2 - Students will identify, critically evaluate, and interpret history of human societies' influence on their environments primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.

SLO Status: Active

ICS 29: Cultural Pluralism and American Law and Justice

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS29_SLO_1 - The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in the United States today.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2013-14 3-Winter</p>	<p>Other - Use of the analysis portion of the Lawrence v. Texas case journal (question #7).</p> <p>Target for Success: 80% of students will demonstrate an ability to use critical thinking skills to analyze the effect of the law (court ruling) on the group's status.</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>44 out of 48 enrolled students answered the question; one answered irrelevantly.</p> <p>26 demonstrated a strong ability to use critical thinking skills to analyze the effect of the law on the group's status (59%)</p> <p>17 demonstrated some ability to use critical thinking skills to analyze the effect of the law on the group's status (39%)</p> <p>1 demonstrated no ability to use critical thinking skills to analyze the effect of the law on the group's status (2%) (03/08/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students participated in the assignment. A great majority (98%) demonstrated at least some ability (if not strong ability) to use critical thinking skills and analyze the effect of the ruling on the group's status. A future goal would be to increase the ability of students to use critical thinking skills/analyze from "some ability" to "strong ability."</p>	<p>Enhancement: None at this time. (03/08/2018)</p>
		<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>10 out of 15 students who completed the assignment demonstrated a strong ability to use critical thinking skills to analyze the effect of the law on the group's status. The remaining five students showed some ability to use critical thinking skills to analyze the effect of the law on the group's status. (67% success for strong ability; 100% success for some ability). (06/12/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Though all students showed some ability to analyze the effect of the court's ruling on group status, not all students completed the analysis thoroughly, leading to lower scores during the assessment.</p>	<p>Enhancement: For those students who show some ability, working with them earlier on by giving more specific feedback on this particular portion of the assignment might help improve the student's ability to express his/her critical thinking skills on future assignments. (10/13/2014)</p> <p>Enhancement: Phrasing the question better, e.g., being more specific in asking for analysis, asking students to support their answer, suggesting students begin their answer with "This case</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

I think the students are using critical thinking skills and demonstrating an ability to analyze the effect of court rulings and legislation on the status of given groups; however, the way the question is phrased allows for too brief of an answer, thus making assessing their answers more challenging.

affects cultural pluralism/cultural diversity by..." would help students provide more thorough answers, leading to a better means of assessment.

(06/12/2014)

ICS 2A: Introduction to Peer Mentoring, Leadership, and Community Building

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS2A_SLO_1 - Analyze complex social issues and explain how they may affect students' educational outcomes.

SLO Status: Active

Outcome Creation Date: 08/26/2016

ICS2A_SLO_2 - Explain historical and current educational practices in the United States as related to equity.

SLO Status: Active

Outcome Creation Date: 08/26/2016

ICS2A_SLO_3 - Identify various programs, student services and campus resources designed for student success.

SLO Status: Active

Outcome Creation Date: 08/26/2016

ICS 2B: Practicum in Peer Mentoring, Leadership, and Community Building

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS2B_SLO_1 - Demonstrate effective interpersonal communication skills.

SLO Status: Active

Outcome Creation Date: 08/26/2016

ICS2B_SLO_2 - Assess students' academic and/or personal needs; identify and implement appropriate strategies for addressing these needs.

SLO Status: Active

Outcome Creation Date: 08/26/2016

ICS2B_SLO_3 - Collaboratively design and participate in civic engagement projects.

SLO Status: Active

Outcome Creation Date: 08/26/2016

ICS 30:Introduction to Chicano Studies

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS30_SLO_1 - Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano Communities. SLO Status: Active</p>	<p>Project - Group research project focused on recognizing and evaluating institutional inequality and practices of social justice in the context of Chicano Communities. Students will present it to their peers towards the end of the quarter. Target for Success: 70% will satisfactorily complete the project.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met For Spring 2016, of the 44 students, 38 successfully complete the project. 18 received an A grade (40%). 13 received a B grade (29%). 4 received a C grade (9%). 1 student received a D grade (2%). 8 students did not turn in this project or received an F grade (18%) (09/12/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): What went well regarding the final creative project was the creative assessment, group work process and collaboration among students. What didn't go as well for some students was the research process to identify academic sources and utilize them.</p>	<p>Enhancement: For next step I will include a visit to the library to learn about the research process, searching for and citing journals, peer reviewed scholarly sources and books. (09/12/2017)</p>
<p>ICS30_SLO_2 - Students will demonstrate an awareness of historical and contemporary Chicano social movements and their relationship to the greater US society. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students assessed via quiz. Questions centered on leaders, styles of leadership, important historical events, connection to present issues. Target for Success: 70% of students will receive 70% or greater on the quiz</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Out of 44 students, 32 successfully passed. 12 students received an A grade (27%). 11 students received a B grade (25%). 9 students received a C grade (20%). 3 students received a D grade (6%). 9 students did not take the quiz and/or received an F grade (20%) (09/12/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met. Of the 9 students that failed, 4 dropped the class or stopped coming to class.</p>	<p>Enhancement: Study guides, mentor meeting and peer study groups will help significantly. (09/12/2017)</p>
<p>ICS30_SLO_3 - Students will be able to describe the diversity of titles and identities that are found within the Chicano Community. SLO Status: Active</p>	<p>Interview - Students conduct one-to-one interviews and group discussions with questions centered on the fluidity, cultural, political and historical meaning of diverse titles and identities found within the Chicax Latinx communities. Target for Success: All students will complete at least 1 interview</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Of the 44 students, 42 participated in the self reflection, one-to-one interview and group discussion during class. The assessment method required students to write their own definitions of various titles and identities in the Chicax Latinx community and then compare/contrast their responses to peers, Chicax historians, artists, scholars and activists across gender, sexuality, generation and geography. (09/12/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Student struggle significantly to define various terms such as Chicano, Chicana, Chicax, Latino/a, Latinx, Xicax, etc.</p>	<p>Enhancement: Conduct a pre and post interview to compare and contrast beginning of quarter to what students learned by the end of the quarter. Self reflection paper for students to critically assess their own identities and titles in relation to Chicax Latinx community. (09/12/2017)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

Students were exposed to various definitions and fluidity of identity in the Chicanx Latinx community and asked to incorporate new knowledge into final research project.

ICS 31:Chicano Culture

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS31_SLO_1 - Students will be able to identify and evaluate the elements of cultural syncretism and their respective role within Chicano experience.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Students will identify and analyze a cultural artifact, tradition or custom through a creative arts project and presentation to their peers.</p> <p>Target for Success: 70%</p>		
<p>ICS31_SLO_2 - Students will be able to discuss and evaluate the dynamic nature of culture and processes of culture change.</p> <p>SLO Status: Active</p>			
<p>ICS31_SLO_3 - Student will be able to discuss how and why beliefs, values, assumptions and communications practices interact to shape ways of being and knowing within the Chicano experience.</p> <p>SLO Status: Active</p>			
<p>ICS31_SLO_4 - Students will be able to discuss and evaluate the cultural dynamics between traditional and non-traditional cultural patterns, gender roles, and religiosity within the present day Chicano experience.</p> <p>SLO Status: Active</p>			

ICS 32:Chicano History

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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ICS32_SLO_1 - Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.

SLO Status: Active

ICS32_SLO_2 - Students will be able to assess the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southwest.

SLO Status: Active

ICS 33: The Chicano and the Arts

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS33_SLO_1 - Students will be able to identify and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a Art

SLO Status: Active

ICS33_SLO_2 - Students will be able to identify the concept rasquachismo and assess its impact on the sense of aesthetics within Chicano Art.

SLO Status: Active

ICS 35:Chicano Literature

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS35_SLO_1 - Students will be able to analyze and evaluate Chicano/a literature in the sociocultural context of Latino and American literary traditions. SLO Status: Active</p> <hr/> <p>ICS35_SLO_2 - Students will be able to assess the history and characteristics of various Mexican American regional literary traditions. SLO Status: Active</p>			

ICS 37: Ancient People of Mesoamerica

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS37_SLO_1 - Students will be able to distinguish and compare the diversity of cultures and the major sites, periods, and trends in the development of ancient Mexican civilizations.

SLO Status: Active

ICS37_SLO_2 - Students will be able to distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political ideology.

SLO Status: Active

ICS37_SLO_3 - Students will be able to distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.

SLO Status: Active

ICS37_SLO_4 - Students will be able to access current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.

SLO Status: Active

ICS 38A:Colonial Latin American History

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS38A_SLO_1 - Students will demonstrate and apply knowledge of Colonial Latin American history from the 1400s until the 1820s to construct defensible statements of meaning and evaluation about this period's developments. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exam #3 Target for Success: 80% of the students receive 70% or better on Exam #3</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met (Out of 34 students who took Exam #3) 38.2% received an A grade 23.5% received a B grade 20.5% received a C grade 8.8% received a D grade 8.8% received an F grade (07/12/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The goal was met. I would like to improve the percentage of students who receive a C or better grade.</p>	<p>Enhancement: Better study guides. More in-depth review. (07/12/2014)</p>
<p>ICS38A_SLO_2 - Student will able to analyze and describe the significance of the term mestizaje as it pertains to the creating of the culture and society of Colonial Latin America. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam Target for Success: 70% of the students receive 70% or better</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met (Out of 34 students who were supposed to take Exam #3) 58.8% received an A grade 11.7% received a B grade 5.8% received a C grade 2.9 % received a D grade 20.5% received an F grade (07/12/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The goal was met. I would like to improve the percentage of students who receive a C or better grade.</p>	<p>Enhancement: Better study guides. More in-depth review. (07/12/2014)</p>

ICS 38B:Modern Latin American History

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS38B_SLO_1 - Students will be able to describe the different paths taken by the Spanish New World Colonies to achieve independence.

SLO Status: Active

ICS38B_SLO_2 - Students will be able to describe the different paths taken by the Independent Nations of Latin America to achieve modernization.

SLO Status: Active

ICS 4: Race, Ethnicity, and Inequality

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS4_SLO_1 - Students will demonstrate critical thinking skills by analyzing race, racism, and racial inequality and will identify, analyze and discuss different responses to various forms of racism and racial inequality.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2011-12 4 -Spring</p>	<p>Survey - Used an end-of-quarter survey with a Likert-type scale to ask students to assess their learning based on the following three statements:</p> <ol style="list-style-type: none"> 1. Through the course, I have developed critical thinking skills to better analyze the concepts of race, as well as racism and racial inequality in the U.S. context. 2. Through this course, I have learned how to evaluate social policies in terms of whether or not they improve or worsen conditions of racism and racial inequality in the U.S. context. 3. Through the course, I have broadened my vocabulary such that I can better discuss issues of race, racism, and racial inequality in the U.S. context. <p>Target for Success: The target for success is to have 60% of students indicate "somewhat agree" or "strongly agree" with each of the three survey statements.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>The results of the end-of-quarter student survey were as follows:</p> <p>Question 1: 2% Strongly Disagree, 0% Somewhat Disagree, 22% Somewhat Disagree, 76% Strongly Agree ==> 98% Agree</p> <p>Question 2: 2% Strongly Disagree, 2% Somewhat Disagree, 32% Somewhat Disagree, 64% Strongly Agree ==> 98% Agree</p> <p>Question 3: 2% Strongly Disagree, 4% Somewhat Disagree, 22% Somewhat Agree, 72% Strongly Agree ==> 94% Agree (09/21/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The SLO target for ICS 4 was met. For each of the three statements on the student survey, more than 94% of students indicated that they "Somewhat Agree" and "Strongly Agree."</p>	<p>Enhancement: 1. Created and held "strategy help" sessions for students outside of class time. These group meetings are meant to help students review and come up with ways for doing better on their quizzes.</p> <p>2. I have also created chapter handouts that help organize the key points from our text for students. I use this in class for lectures, and class discussions. (11/13/2014)</p>

ICS 41: American Indians in Contemporary Society

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS41_SLO_1 - Students will recognize and evaluate institutional inequality and practices of social justice in the context of Native American/Alaskan Native Communities. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam Target for Success: 90% of students received an 80% or higher on the final exam</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 86% average score on final exam (01/13/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students who took the final exam did well. Target was met.</p>	<p>Enhancement: Possible study guide to improve test scores even more? (01/13/2019)</p>
<p>ICS41_SLO_2 - Students will demonstrate an awareness of historical and contemporary Native American/Alaskan Native social movements and their relationship to the greater US society. SLO Status: Active</p>	<p>Discussion - Contemporary Issues research/discussion focused on issues of cultural/political/legal sovereignty around the Dakota Access Pipeline; cultural appropriation/mascot & team names; desecration of sacred sites; water rights; hunting/fishing rights; Native American Graves Protection and Repatriation Act; Language Loss and Revitalization; Toxic Waste and Contamination on Indian Reservations. Target for Success: Average class score of at least 85%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 31.71 / 40 (79%) for all students including 9 students who did not complete the assignment 96.16% average for all students who completed the assignment. 36 students = 100%; 1 student = 25%; 1 student = 62.5%; 1 student = 75%; 1 student = 87.5%; 1 student = 92.5% (01/13/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): This assignment went very well (worth having every quarter and incorporating a similar assignment into other online courses). Students who did poorly did so because they simply did not complete the assignment fully. The vast majority of students who did complete the assignment scored 100%.</p>	<p>Enhancement: Provide extra time on this assignment?? (01/13/2019)</p>
<p>ICS41_SLO_3 - Students will be able to describe the diversity of contemporary identities that are found within Native American/Alaskan Native Communities. SLO Status: Active</p>	<p>Other - Week 1 assignment that asks students to review/explain a number of different factors affecting Native identity today. Topics include: Name preferences, Number of tribes, Tribal enrollment, Indian identity, Reservation lands , Federal recognition, Indian languages, major legislation. Target for Success: Benchmark (first assessment). 100% of students who complete assignment should receive 80% on assignment. Students should be able to identify basic information</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 19.12 / 20 (96%) Average out of 51 students. (01/13/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): This assignment did well to allow students to understand the diversity of identities in contemporary Native communities. Students performed well. Keep this assignment!</p>	<p>Enhancement: None at this time. (01/13/2019)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

about contemporary Native identity and factors that affect identity. This information is part of the foundation for examining contemporary Native society and issues affecting Native peoples today.

ICS 42: American Indian Peoples of California

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS42_SLO_1 - Student will be able to actively engage in the complex California American Indian multicultural pasts by integrating historical understanding within historical thinking skills.

SLO Status: Active

ICS42_SLO_2 - Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of California American Indian peoples.

SLO Status: Active

ICS 43:U.S. History from an American Indian Perspective

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>ICS43_SLO_1 - Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.</p> <p>SLO Status: Active</p>	<p>Project - Research paper: Students will write an analysis of a relevant controversy in American Indian history, grounding that topic in research and contextualizing the topic in course content. Only the content portion of the essay will be utilized for assessment.</p> <p>Target for Success: 80% of students receive a B grade or better (80% or better)</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>47 students in the course. Of those 47, 38 submitted essays. Three students received a D grade and four students received a C grade. The remaining students all met the goal: 19 students received at least 80% on their essay, 12 received at least 90% on their essay. A total of 81.6% of students received a B grade or better (80% or better). (12/15/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The majority of students did well on the essay. Three students did not receive a passing score on this assignment, and four received a C, which while still a passing grade, I would like to bring those scores up in the future.</p> <hr/> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>18 students in the course. Of those 18, 14 submitted essays. One student received a C grade (70%). The remaining students all met the goal: six students received 80% on their essay, three received an 85%, three received at 90%, and one received at 95%. (03/24/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I am pleased with the outcome. Students were able to assess a relevant topic and contextualize the topic in course content.</p>	<p>Enhancement: Offer peer review of essay drafts. Possibly have students submit rough drafts that would be non-graded, but would allow the instructor to monitor progress and then contact students earlier who may be struggling with the assignment. (09/24/2018)</p> <hr/> <p>Enhancement: Have students submit drafts earlier on to improve submission rates; check in and work with those who have not submitted a draft. (10/13/2014)</p> <hr/> <p>Enhancement: Having all students submit an essay would definitely be an improvement, so creating better topic submission process and a way to monitor student progress may help. (07/12/2014)</p>
<p>ICS43_SLO_2 - Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam</p> <p>Target for Success: 80% of students will pass the final exam with at 75% or better.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Not Met</p> <p>Students needed 150 or better on the exam (75% or better). Of the 37 students who took the exam, eight received a score lower than 150, and 29 received a score higher than 150. Thus, only 78.4% of students who took the exam received a score of 75% or better. (12/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Though the target was not met, analyzing the five lowest scores (those</p>	<p>Enhancement: Possibly reduce target for success? Would 75% of students receiving 75% or better on their exam a better target for success? Or 80% of students receiving 70% or better?</p> <p>Providing a study guide for the exam may be one way to improve</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
		<p>that received a D or F grade), three of those students did not pass the class. I think their test scores are a reflection of their lack of completing course material. The other two students who did poorly are possibly not strong test-takers- they both passed the class with an A, even though their test scores were low.</p>	<p>student success. (09/24/2018)</p>
		<p>Is this goal for success too rigorous?</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Met Students needed 150 or better on the exam (75% or better). Of the 15 students who took the exam, three received a score lower than 150, and 12 received a score higher than 150. Thus, 80% of students who took the exam received a score of 75% or better. In fact, five were in the 80% - 84% range, four were in the 85% - 89% range, and three were in the 90% - 93% range.</p>	<hr/> <p>Enhancement: Study guides could help improve scores. (10/13/2014)</p> <hr/> <p>Enhancement: Providing a study guide may help students improve scores in the future. (07/12/2014)</p>
		<p>Student scores: 0, 0, 0, 137.4, 137.63, 143.5, 159.0, 164.1, 165, 165.6, 166.73, 171.4, 172.33, 176.67, 179.2, 182.2, 184.6, 185.93 (03/26/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The target was met and scores were generally where I'd expect them to be (mostly in the 80% range with some in the 90% range). The students who did not take the exam may have pulled down the scores here.</p>	

ICS 44: American Indian Religions

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS44_SLO_1 - Student will be able to discuss how and why beliefs, values, assumptions, communication and spiritual practices interact to shape ways of being and knowing within the American Indian/Alaskan native experience.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2013-14 2-Fall</p>	<p>Exam - Course Test/Quiz - Midterm Exam</p> <p>Target for Success: 80% of students receive a B grade or better (80% or better)</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>62 students took the Midterm Exam. The class average was 79%. (05/22/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The midterm exam seems to be a turning point for students who are not doing well in the course. Though the target was met, one goal would be to improve the class average (get it above 80%).</p>	<p>Enhancement: Provide a study guide. Provide better intervention with students who seem to be doing poorly prior to the midterm exam. (04/02/2018)</p>
	<p>Exam - Course Test/Quiz - Midterm Exam</p> <p>Target for Success: Class average of 78% on the Midterm Exam.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Not Met</p> <p>Students needed 80 or better on the exam (80% or better). Of the 35 students who took the exam, 11 received a score lower than 80%, and 24 received a score higher than 80%. Thus, only 69% of students who took the exam received a score of 80% or better. However, of those 11, eight passed the exam with a 70% or better (C or better). Of the remaining students, scores were good: ten were in the 80% - 84% range, seven were in the 85% - 89% range, six were in the 90% - 94% range, and one student received 100%. (12/13/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students passed the exam with what is generally considered a passing grade (70% or grade C). While the target was not met, perhaps the standard was set too high (standard set doesn't follow typical bell curve), or scores could be a reflection of this particular quarter's class student composition. Looking at the scores in that light, 32 of the 35 students passed with better than a C, and 74% of the class passed with at 75% or better.</p>	<p>Enhancement: Study guides could help improve the percentage of the class who pass the exam with 80% or better. (10/13/2014)</p>
<p>ICS44_SLO_2 - Students will be able to identify and evaluate the elements</p>	<p>Exam - Course Test/Quiz - Final Exam</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p>	<p>Enhancement: Have students participate in "study session"</p>

ICS 45:Survey of American Indian Arts

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS45_SLO_1 - Students will be able to identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of American Indian and Alaskan Natives. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Quiz #1 Target for Success: Class average of at least 80%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 96% overall success rate on quiz (01/13/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students performed well on this quiz, demonstrating a strong understanding identity themes in American Indian/Alaskan Native arts.</p>	<p>Enhancement: none at this time (01/13/2019)</p>
<p>ICS45_SLO_2 - Students will be able to identify the concepts of tradition and cultural continuity and assess their impact on the sense of aesthetics within American Indian/Alaskan Native Arts. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam Target for Success: Class average of at least 80%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 83% overall success rate on final exam (01/13/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students met the target, however, I would like to see stronger test scores on the final exam.</p>	<p>Enhancement: Offering/providing a study guide may help improve test scores. (01/13/2019)</p>

ICS 46:Literatures of America's Native Peoples

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS46_SLO_1 - Students will be able to demonstrate the ability to analyze American Indian/Alaskan native traditional and contemporary forms of literature in social, historical, and tribal cultural contexts. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam Target for Success: Class average of at least 80% on the final exam.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 41 students took the final exam. 121.9 average exam score (out of 150) for an average of 81.3%. (03/29/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The goal was to have at a class average of 80% on the final exam. The target was met.</p>	<p>Enhancement: Provide in class time for student-led review or provide study guide. (03/08/2018)</p>
	<p>Survey - Use an end-of-quarter survey with a Likert-type scale to ask students to assess their learning based on the following statement: Through the course, I have gained the ability to analyze Native American traditional and contemporary forms of literature within social, historical, and tribal cultural contexts. Target for Success: Goal: The target for success is to have 70% of students indicate "somewhat agree" or "strongly agree" with the survey statement.</p>		
<p>ICS46_SLO_2 - Students will be able to compare and contrast literatures of American Indian and Alaskan Native cultural traditions, including their adaptation and accommodation to Euro-centric literature traditions. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Use question from Midterm Exam: Match the following structural differences between mainstream literature and Native literature: Answers include: linear, cyclical, hierarchical, secular, critique of culture, egalitarian, metaphysical (sacred), critique of colonialism. Match with either "Native" or</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% of students correctly matched the answers. The discrimination index for this particular question (using data from Catalyst) shows 52.7%, which is considered very good discrimination (indicates how effective the question is at sorting out able students from those who are less able). (03/08/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The vast majority of students scored well on this question</p>	<p>Enhancement: None at this time. (03/08/2018)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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“Mainstream”
Target for Success: The target for success is to have at least 85% of students correctly match these answers.

demonstrating a clear understanding of key terms as they apply to either mainstream or Native differences.

ICS 47: Introduction to Disability Studies

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS40_SLO_1 - Students will investigate and identify the experiences of disabled persons and the disability community in the United States.

SLO Status: Active

Outcome Creation Date: 09/25/2017

ICS47_SLO_2 - Students will evaluate and analyze the disability justice and disability rights movements over time and the passage of key pieces of legislation and policy impacting disabled persons in the United States.

SLO Status: Active

Outcome Creation Date: 09/25/2017

ICS 5:History of Art (Multicultural Arts in the United States)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS5_SLO_1 - Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Problem papers and/or essay exams where students demonstrate an understanding of original artistic sources from various ethnic communities, as well as incorporating Western artistic practices.</p>	<p>Target for Success: None set - first cycle.</p>	
<p>ICS5_SLO_2 - Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States. SLO Status: Active</p>	<p>Other - Essay exams identifying issues, terminology, key concepts and artistic solutions relative to each ethnic community and within the disciplines of Intercultural Studies and Art History and/or a series of in-class writing exercises and worksheets completed individually and through group interaction. Target for Success: None set - first cycle.</p>		
<p>ICS5_SLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history. SLO Status: Active</p>	<p>Project - Research paper and/or several short problem-solving papers utilizing a combination of community-based resources, scholarly perspectives (both from within and outside of the particular ethnic community) and artist interviews. Target for Success: None set - first cycle.</p>		
<p>ICS5_SLO_4 - Students will apply skills demonstrating their abilities to</p>	<p>Project - Either a series of short papers or a longer research paper</p>		

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

SLO Status: Active

analyzing examples of art within either a museum, gallery or community context.

Target for Success: None set - first cycle.

ICS5_SLO_5 - Students will demonstrate critical thinking and visual literacy skills through oral communication.

SLO Status: Active

Presentation/Performance - Student presentations and/or student contributions to class dialogue through either group work or class Q and A.

Target for Success: None set - first cycle.

ICS 55:Civic Leadership for Community Empowerment

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS55_SLO_1 - Analyze a topic or issue related to civic involvement/leadership in Silicon Valley.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2012-13 3-Winter</p> <p>Outcome Creation Date: 03/29/2013</p>	<p>Project - Participants will collaborate in teams of 2-5 members to analyze a community-identified need and promote civic engagement. Teams will be following these steps.</p> <p>1) Participants will be expected to spend at least 10 hours planning, researching, implementing, and preparing a power point report.</p> <p>2) Submit a brief written synopsis of your project on Weebly. Go to Assignments/Group Project tab. Upload the project. Be sure that your file name includes project title. apaliclp.weebly.com</p> <p>3) Prepare and deliver a 10 minutes power point presentation of the project.</p> <p>A project rubric will be used by instructors to evaluate the assignment.</p> <p>Target for Success: 70% of the students will score 70% or more.</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Met</p> <p>32 students were enrolled and completed the assignment, scored at 97-100% range. (04/04/2015)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students selected critical community issues- Nutrition, Economic Divide, Undocumented Immigrants, Homelessness, Human Trafficking, Education Inequities. The review of the project directions were simplified and provided flexibility to research and develop the action. As a result of the projects, students developed tools and research documents that can be share with community organizations and local educational agencies.</p> <hr/> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>26 students enrolled and successfully complete the assignment, scored between 85-100% range. (04/30/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The community issues projects generated meaningful discussion and dialogue. Students demonstrated a commitment to an action derived from the topic research. The actions were concrete and an opportunity to expand the classmates knowledge on the topics- Undocumented immigrants, Human Trafficking, Progressive Politics, Inclusive Curriculum, Healthy Foods/Food Accessibility. As facilitators, we are at awe as we listened and engaged with the research and actions taken by students on the projects.</p> <hr/> <p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>28 student enrolled/ 100% completed successfully the assignment. Student scores ranged from 95-110 points. (04/30/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students enjoyed the research assignment and action taken as a result of the assignment. Instructors will review the assignment to simplify directions as per student feedback.</p>	<p>Enhancement: Review the assignment to provide a more clear direction and flexibility on the timeline for completion of the projects and steps to take. (01/08/2015)</p>

ICS 7: Intercultural Communication

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS7_SLO_1 - Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.</p> <p>SLO Status: Active</p>	<p>Project - Scores on Discussion (written answers) of Unit 5 (History, Privilege, Discrimination) Target for Success: For students who participate in Unit 5 (students pick 5 of 7 units) an average of 45/50. Comments/Notes: For future: Students could also be assessed on their answers to the Unit 5 section of the 2nd Midterm (Test #2)</p>		
<p>ICS7_SLO_2 - Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.</p> <p>SLO Status: Active</p>	<p>Other - Paper reflecting on cultural programing. Target for Success: Almost all will turn-in and benefit from this assignment.</p>		
<p>ICS7_SLO_3 - Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.</p> <p>SLO Status: Active</p>	<p>Survey - Survey was included in Final Exam (with extra credit as incentive for completion, which may have skewed the results). Example question: "Did you notice that you (and other students) began using generalizations, rather than stereotypes, more often when talking with each other informally? No / Yes, sometimes / Yes, quite often.</p> <p>Target for Success: 75% of students will indicate some increase in specific ICS 7 skills</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met</p> <p>1. Used generalizations (vs stereotypes) more? No -3, Sometimes – 35, Often 19. 35 + 19 = 80% of respondents</p> <p>2. Described others’ behaviors more neutrally? No – 7, Yes (respondent) – 39, Yes (other students overheard) – 20. 39 + 20 = 80+% of respondents</p> <p>3. Tried interacting with a second culture person, entered a new enclave, attended a second culture event: No more often than before – 17, 1-2 times more often – 26, Several times more often – 12. 26 + 12 = 65% of respondents.</p>	<p>Enhancement: Some of the below are based on an additional survey question which asked students to recommend improvements to the course.</p> <p>1. Focus groups would probably generate more useful SLO assessment data. In the moment (saw the term for this, but can't find it now) assessment (right after the activity and then, say, a week later, and not appearing to be tied to a score) might yield</p>

4. Is more skilled at a discussion style which is not their personal "default" style? No – 7, Yes – 33, Yes, but need more practice / reminders - 15. 33 + 15 = 88% of respondents. (07/12/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students' self assessment and assessment of their peers indicate that their everyday use of the key IC skills taught in the course did increase (and was actually above target: 80% or higher).

Skills assessed were: a) expanded repertoire of discussion styles (high energy, reflective and hierarchical), b) ability to separate neutral description of others' behaviors from subjective interpretation or evaluation, c) ability to discuss cultures (including their own) using generalizations rather than stereotypes) Students' informal attempts to experiences different cultures (1:1 interactions, attending events, visiting enclaves etc.) was also assessed. Response was slightly below target (65%).

more "honest" results.

2. Three students recommended decreasing number of ppt slides and covering less. This would free up time for more skills practice (esp. as students indicated more practice and reminders would be helpful).

3. One student also recommended that I have them switch "seat mates" daily so that they can interact across more cultures, and respond to different versions of the various skills being practiced.

4. Add actual practice of 5 different conflict styles.

5. Some students also described (in the survey) increased awareness of discrimination, privilege, etc. in response to the following: What is your key take-away (your most important new skill or insight) from this class? I plan to ask a more focused question about this in future assessments. (09/08/2014)

ICS 77 (X-Z):Special Projects in Intercultural Studies

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

ICS77_SLO_1 - Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

SLO Status: Active_Pending_Revision

Outcome Creation Date: 02/11/2018

ICS 78 (W-Z):Issues in Intercultural Studies

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

ICS78_SLO_1 - Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

SLO Status: Active_Pending_Revision

Outcome Creation Date: 02/11/2018

ICS 80 (W-Z):Community Based Learning in Intercultural Studies

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS80 (X-Z) - Begin to understand the cultural and social forces that impact their communities

SLO Status: Active

Outcome Creation Date: 02/11/2018

ICS80_SLO_2 - Be able to begin to analyze complex real world situations that involve intercultural issues.

SLO Status: Active

Outcome Creation Date: 02/11/2018

ICS80_SLO_3 - Begin to develop the skills to make a difference in their communities.

SLO Status: Active

Outcome Creation Date: 02/11/2018

ICS 81 (& W, X,Y, Z):Community Based Learning in Intercultural Studies - Intermediate

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS81_SLO_1 - Understand at an intermediate level the cultural and social forces that impact their communities.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS81_SLO_2 - Be able to analyze at an intermediate level real world situations that involve intercultural studies.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS81_SLO_3 - Have the skills at an intermediate level to to make a difference in their communities.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS 82 (& W, X,Y, Z):Community Based Learning in Intercultural Studies - Advanced

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ICS82_SLO_1 - Understand at an advanced level the cultural and social forces that impact their communities.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS82_SLO_2 - Be able to analyze at an advanced level real world situations that involve intercultural studies.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS82_SLO_3 - Have the skills at an advanced level to make a difference in their communities.

SLO Status: Active

Outcome Creation Date: 09/11/2013

ICS 9: Studying Race and Ethnicity (Theories and Methods)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ICS9_SLO_1 - Apply theories, concepts, and methodological approaches to studying race and ethnicity in specific American social and historical contexts with an emphasis on analyzing inequality. SLO Status: Active</p>	<p>Project - Reflective essay about what you have learned in the class, how it's impacting your understanding of race relations in the United States, and hypothesize what you think needs to change (on a local, state, and societal level) in order for true systemic racial oppression to end. Target for Success: 70% of students receive a passing grade of a C or better</p>	<p>Program Review Reporting Year: 2019-2020 Target : Target Met 27 of 24 (79%) students received a passing grade of C or better (01/31/2020) Reflection (CLICK ON ? FOR INSTRUCTIONS): Only students who failed to submit the assignment, failed the assignment. 27/27 students that submitted the assignment passed.</p>	

Assessment: Course/Service Four Column



Dept - (IIS) International Studies

INTL 10:History of Art (Arts of Asia)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL10_SLO_1 - Students will investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm and final exams include essay responses to questions addressing class readings and slide identification.</p> <p>Target for Success: Standardized bell curve fill in specific numbers later</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>Test results from Fall and Winter quarters. Fall quarter consists of a hybrid and an online class. Winter quarter class is fully online. There are three tests with multiple choice and written section. For the fall quarter students had the option of not taking the written portion of the first test. The final exam of the Winter quarter reached the standard bell curve with an average of 81%, high score 95%, low score 60%. The Winter quarter written answers also improved from test one to midterm to final. (04/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): When students were not required to take the written part of the first test. Some students didn't even try or opened the test and did not complete it. They don't do as well for the midterm and final essay portion. Student final test score improved from fall to winter quarter.</p>	
<p>INTL10_SLO_2 - Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.</p>	<p>Exam - Course Test/Quiz - Midterm</p> <p>Target for Success: Bell curve Fill in number later</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>Midterm exam with multiple choice and written section. 82% average, 97% high score, 60% low score. (04/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Require students to take the written portion of test one. Revise assignments to give students more chance to practice writing help with the midterm answers.</p>	

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

SLO Status: Active

INTL10_SLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives in Asian art history.

SLO Status: Active

Other - Students will conduct research and write a paper using at least four scholarly sources.

Target for Success: TBD

Program Review Reporting Year: 2017-2018

Target : Target Not Met

Students write a research paper on topic of their choice on Asian art. 14% A, 38% B, 30% C, 20% not passing. Factors for the lower grades: lack focus, lack support for thesis, insufficient research, poorly written.

(04/06/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): There is an optional research paper worksheet. Students who use the worksheet to organize papers tend to do better. Should make the worksheet a requirement. Some students do not turn in worksheets in time to get feedback.

INTL10_SLO_4 - Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

SLO Status: Active

Exam - Course Test/Quiz - Museum Paper and Exam

Target for Success: Bell curve numbers to come later

Program Review Reporting Year: 2017-2018

Target : Target Met

From the midterm essays, research paper, and museum papers. 70% of the students demonstrate abilities to analyze artworks on the basis of social, political, economic and/or ethnic contexts and issues relevant to gender studies. (04/06/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Artworks are presented within that context in lectures and class assignments. Students learned to appreciate how those factors affect artistic and cultural traditions.

INTL10_SLO_5 - Students will demonstrate critical thinking and visual literacy skills through oral communication.

SLO Status: Active

Presentation/Performance - At the end of the quarter each student give an oral presentation on one of his/her papers.

Target for Success: If the majority of the student will give a presentation.

Program Review Reporting Year: 2017-2018

Target : Target Not Met

With online and hybrid classes, it is not possible to have oral communication. Students have given powerpoint presentations in Canvas. Less than 50% of the the students have chosen to do the presentation. For the winter quarter, only 20% posted presentations. (04/06/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I am limiting the number of presentations online. It is easier to monitor the quality as well as promote discussion in a classroom Not sure how best of to do it in an online environment. When there are too many student online presentations, some students may not get to view them.

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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Instead of presentations near the end of the quarter, like what was done in the face to face class, student should have the option to do a different presentation earlier in the quarter.

INTL10_SLO_6 - Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
SLO Status: Active

Other - A research paper
Target for Success: Bell curve
 TBD

Program Review Reporting Year: 2017-2018
Target : Target Not Met
 Less than 50% of the students did well in their papers. The rest had either insufficient sources or did not analyze the material. The papers are reports of facts and information. (04/06/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are too dependent on internet sources. Much of them are not reliable and not acceptable.

INTL 11:Vietnamese Literature (from Tradition to Asian American Identity)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

INTL11_SLO_1 - Compare and contrast the styles, genres and themes of the immigrants' writings and the American born literary expression.

SLO Status: Active

INTL11_SLO_2 - Distinguish and identify the influences of the traditional models of expressions in the vernacular and in the newly adopted language of the immigrant generation.

SLO Status: Active

INTL11_SLO_3 - Interpret and analyze the various issues inclusive of cultural, psychological and social aspects as presented and discussed by the second generation of writers (the American born generation) in their creative expressions.

SLO Status: Active

INTL11_SLO_4 - Select from a number of works among the Vietnamese American literary repertoire to highlight an issue that is prominent within the diaspora and analyze from a number of perspectives.

SLO Status: Active

INTL 13: Introduction to Korean Popular Culture

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

INTL13_SLO_1 - Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.

SLO Status: Active

INTL13_SLO_2 - Analyze the Korean cultural concept of body in terms of gender/ sexuality and the various cultural dimensions of Korean value system through self, love/marriage, and family.

SLO Status: Active

INTL13_SLO_3 - Evaluate the historical and contemporary relations of power between Western influences and Korean/Asian culture and analyze the circumstances and conditions of the Korean diaspora/emergence of Korean American identity and culture.

SLO Status: Active

INTL 19A:History of Asian Civilization: China and Japan (through the 18th Century)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL19A_SLO_1 - Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm exam 2 out of 3 short essays (1/2 page each) Target for Success: Success = C (2.0) or better, up to an A grade (4.0)</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met Grades range from 6.9 = C to 9.5 = A. Enhanced or "successful" pages are well organized, articulate, conceptually well developed, and at the same time precise and concise.</p> <p>14 in class as of end of quarter and all 14 succeeded (C or better). (12/11/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Typically those students that do not drop out, but stay the course, invariably succeed in the course and those that do poorly usually drop the course.</p>	<p>Enhancement: none (03/18/2015)</p>
<p>INTL19A_SLO_2 - Students will be able to examine and critique a sample of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm exam 2 out of 3 short essays (1/2 page each) Target for Success: Success = C (2.0) or better, up to an A grade (4.0)</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met Grades range from 6.9 = C to 9.5 = A. Enhanced or "successful" pages are well organized, articulate, conceptually well developed, and at the same time precise and concise.</p> <p>14 in class as of end of quarter and all 14 succeeded (C or better). (03/18/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): Typically those students that do not drop out, but stay the course invariably succeed in the course, and those that do poorly drop the course.</p>	<p>Enhancement: none (03/18/2015)</p>
<p>INTL19A_SLO_3 - Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped traditional East Asian aesthetics and artistic sensibilities. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm exam one out of two long essay (limited to two pages) Target for Success: Success = C (2.0) or better, up to an A grade (4.0)</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met Grades range from 6.9 = C to 9.5 = A. Enhanced or "successful" pages are well organized, articulate, conceptually well developed, and at the same time precise and concise.</p> <p>14 in class as of end of quarter and all 14 succeeded (C or better). (03/18/2015)</p>	<p>Enhancement: none (03/18/2015)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

Reflection (CLICK ON ? FOR INSTRUCTIONS): those that do poorly usually drop the course.

INTL 19B:History of Asian Civilization: China and Japan (19th - 21st Centuries)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL19B_SLO_1 - Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm exam 2 out of 3 short essays (1/2 page each) Target for Success: Success = C grade or better (69.5% = C- up to 95 % = A) Success looks like: coherent, concise, well organized, well developed writing.</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met 27 excelled students 13 successful students 4 unsuccessful students w/grade of D 10 unsuccessful students w/grade of F (03/18/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): Typically those students that do not drop out, but stay the course, invariably succeed in the course and those that do poorly usually drop the course.</p>	<p>Enhancement: none (03/18/2015)</p>
<p>INTL19B_SLO_2 - Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm exam 2 out of 3 short essays (1/2 page each) Target for Success: Success = C grade or better (69.5% = C- up to 95 % = A) Success looks like: coherent, concise, well organized, well developed writing.</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met 27 excelled students 13 successful students 4 unsuccessful students w/grade of D 10 unsuccessful students w/grade of F (03/18/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): Typically those students that do not drop out, but stay the course, invariably succeed in the course and those that do poorly usually drop the course.</p>	<p>Enhancement: none (03/18/2015)</p>
<p>INTL19B_SLO_3 - Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped Modern East Asian aesthetics and artistic sensibilities. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Midterm exam one out of two long essay (limited to two pages) Target for Success: Success looks like: coherent, concise, well organized, well developed writing.</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met 27 excelled students 13 successful students 4 unsuccessful students w/grade of D 10 unsuccessful students w/grade of F (03/18/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): Typically those students that do not drop out, but stay the course, invariably succeed in the course and those that do poorly usually drop the course.</p>	<p>Enhancement: none (03/18/2015)</p>

INTL 21:History of Art: Native Arts of Mesoamerica and South America

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL21_SLO_1 - Students will investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas. SLO Status: Active Planned Assessment Quarters: 2012-13 3-Winter</p>	<p>Exam - Course Test/Quiz - Midterm and final exams composed of written responses to questions addressing class readings and slide identification. Target for Success: None set - first cycle.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 12 students received an A- or better, 6 B or B+, 5 C, 4 below C = 22 total. 17 A- or better on Final Exam, 3 B- or better, 2 below C (05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students improved significantly on both the midterm and final exam. Instructor updated and improved study materials and implemented more review of study pictures in class discussion to help.</p>	<p>Enhancement: Developed additional study materials for test review, implement more discussion of review pictures (05/06/2018)</p>
<p>INTL21_SLO_2 - Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Mesoamerican and Andean art forms in a current global context. SLO Status: Active Planned Assessment Quarters: 2012-13 3-Winter</p>	<p>Presentation/Performance - Class presentation addressing either misconceptions or contemporary social issues faced by indigenous artists and communities. Target for Success: None set - first cycle.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 21 students out of 22 completed a group presentation in class. Instructor noted only 1 student struggled with public speaking and adequately conveying topic information. (05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor added contemporary arts to topics covered through oral presentations allowing for more critical analysis of global impact in the Andes. Overall, students performed well given time was allocated for groups to prepare and learn together.</p>	<p>Enhancement: It is difficult to have enough time to explore stereotypes in this course so instructor wants to work on enhancing the oral presentation assignment to bring in more critical thinking and analysis around misconceptions. (05/06/2018)</p>
<p>INTL21_SLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history. SLO Status: Active Planned Assessment Quarters: 2012-13 3-Winter</p>	<p>Project - Students will conduct research and write a paper using at least four scholarly sources. Target for Success: None set - first cycle.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 17 students received a B+ or higher on the research paper assignment, 2 received a B- or above, 1 C and 2 F (no submission) (05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students followed the instructor's guidance and direction in submitting a properly formatted research paper. Instructor committed time to explain proper procedures in class.</p>	<p>Enhancement: Instructor wants to implement additional support (via email and outreach) to get students to finish paper on time and in a correct format. (05/06/2018)</p>
<p>INTL21_SLO_4 - Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic</p>	<p>Exam - Course Test/Quiz - Midterm and final exams composed of written responses to slide identifications. Target for Success: None set -first</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 12 students received an A- or better, 6 B or B+, 5 C, 4 below C = 22 total. 17 A- or better on Final Exam, 3 B- or better, 2</p>	<p>Enhancement: Instructor thinks an additional review sheet demonstrating use of class terms in developing context of each</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>and/or ethnic contexts and issues relevant to gender studies. SLO Status: Active Planned Assessment Quarters: 2012-13 3-Winter</p>	<p>cycle.</p>	<p>below C (05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students were successful in developing the context (social, cultural, political, etc) for each picture by writing paragraphs appropriate for an in-class exam. Instructor added additional group work and discussion centered upon analyzing the study pictures for each exam.</p>	<p>picture will enhance student performance. (05/06/2018)</p>
<p>INTL21_SLO_5 - Students will demonstrate critical thinking and visual literacy skills through oral communication. SLO Status: Active Planned Assessment Quarters: 2012-13 3-Winter</p>	<p>Presentation/Performance - Class presentation addressing contemporary Mesoamerican and/or Andean art and social issues. Target for Success: None set - first cycle.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 21 students out of 22 completed a group presentation in class. Instructor noted only 1 student struggled with public speaking and adequately conveying topic information. (05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor considers this SLO was covered well. Student success was observed and projects completed.</p>	<p>Enhancement: None necessary at this point. (05/06/2018)</p>

INTL 22:History of Art: Arts of Africa, Oceania and Native North America

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL22_SLO_1 - Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2011-12 4 -Spring</p> <p>Outcome Creation Date: 09/20/2012</p>	<p>Exam - Course Test/Quiz - Midterm and final exam include essays in response to class readings and discussion.</p> <p>Target for Success: None set - First cycle.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>16 students received A- or higher, 9 received B- or higher, 4 C, 2 F = 31 total on midterm exam 14, 11, 4, 1 on Final exam. (05/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students continue to perform well on exams given new procedures adopted via last SLO cycle.</p> <hr/> <p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Assessment results included 16 students performing at a superior level (A- or higher), successfully completing a high score on exams, 19 students achieving an average score and 7 students failing the exams. (09/20/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Exam questions challenged students to explore indigenous art traditions in a thorough historical and cultural context and to critically compare different indigenous regions of the world. Exams included essay responses to assigned reading requiring the student to write an analysis of the art within the larger social and cultural contexts. One area that needs improvement is that students need to integrate more specific examples of artworks into their essays. Overall improvement is needed in basic writing and study skills for success on exams for the failing group. Instructor tried giving exam essay questions to students a few days before the exam and this seemed to help them prepare and to apply critical thinking more consistently in their responses.</p>	<p>Enhancement: No new enhancement needed (05/06/2018)</p> <hr/> <p>Enhancement: Instructor wants to enhance the online discussions by implementing more directly the exam pictures into class forums. (05/06/2018)</p> <hr/> <p>Enhancement: The instructor was pleased with the success of students in completing essay exams and she will continue to provide rubrics and sample essay questions in advance. More class time will be devoted to group exercises designed to help students prepare for these essays. In addition, class discussion will be expanded to help students practice how to integrate art examples into their essay responses. (09/20/2012)</p>
<p>INTL22_SLO_2 - Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and</p>	<p>Presentation/Performance - Class presentation addressing contemporary indigenous art, stereotypes and/or contemporary social struggles faced by indigenous</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>22 students out of 31 completed a group presentation in class. Instructor noted only 3 student struggled with public speaking and adequately conveying topic information. This</p>	<p>Enhancement: Instructor wants to develop an online group discussion to help students to increase group presentation, organization (05/06/2018)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.</p> <p>SLO Status: Active</p>	<p>communities.</p> <p>Target for Success: None set - first cycle.</p>	<p>assignment was optional hence only 22 completed. (05/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor was happy with the success rate of this assignment and noted a number of presentations addressed misconceptions and stereotypes.</p> <hr/> <p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Assessment results included 18 students (out of 42 total) successfully demonstrating through oral presentations an awareness of contemporary global issues or misconceptions of indigenous peoples. (09/20/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The class presentation is not required in this class, hence the low number of students completing this activity. However, the instructor included opportunities for class discussion, providing an avenue for all students to speak. Overall, students were able to successfully articulate oral responses critiquing misconceptions and stereotypes, however improvement can be made in presenting ideas in written work.</p>	<p>Enhancement: The instructor was pleased with the small cohort of students who completed excellent class presentations covering this objective. However, to encourage more student participation, the instructor will continue to add creative exercises to encourage more class discussion and to help students present their ideas clearly in group discussion. (09/20/2012)</p>
<p>INTL22_SLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.</p> <p>SLO Status: Active</p>	<p>Project - Students will conduct research and write a paper using at least four scholarly sources.</p> <p>Target for Success: None set - first cycle.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>27 students received a B or higher on the final paper assignment, 2 C, 2 did not submit. (05/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor noted improvement since enhancing the course with more library projects and overview on documentation.</p> <hr/> <p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Assessment results include 37 students (out of 42) successfully finishing the research paper assignment and 17 (out of 42) receiving at least an A- on the assignment. (09/20/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): It became apparent that most students needed additional help</p>	<p>Enhancement: Instructor wants to enhance this course SLO success rate by implementing an additional follow-up in helping the few students who do not submit. Perhaps a group discussion addressing the process of writing and finishing a paper might help. (05/06/2018)</p> <hr/> <p>Enhancement: The instructor is planning to restore a library workshop previously used in the class to help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources.</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

integrating research from diverse scholarly sources into the assignment, despite classroom activities designed to get students to think critically about written sources. Students need more exercises to help them develop good skills in researching topics and in evaluating sources. Students also need to learn proper formatting and how to document sources in a paper.

Instructor will continue to use exercises in class to get students to critically analyze sources since such methods seem to be useful in preparation of the paper assignment. (09/20/2012)

INTL22_SLO_4 - Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
SLO Status: Active

Exam - Course Test/Quiz - Midterm and final exams composed of written responses to questions addressing class readings and slide identification.
Target for Success: None set - first cycle.

Program Review Reporting Year: 2016-2017
Target : Target Met
16 students received A- or higher, 9 received B- or higher, 4 C, 2 F = 31 total on midterm exam 14, 11, 4, 1 on Final exam. (05/06/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Overall, instructor was content with exam scores and noticed improvement since the last SLO enhancements were added.

Program Review Reporting Year: 2012-2013
Target : Target Met
Assessment results included 16 students performing at a superior level (A- or higher), successfully completing a high score on exams, 19 students achieving an average score and 7 students failing either one or both exams. (09/20/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): On exams, most students were successful when providing context (social, cultural, historical, etc.) about the art, but frequently struggled when they needed to integrate specific examples of art to support their arguments. The opposite was true with the paper assignment. Students were able to describe objects in the museum, but had difficulty pursuing research beyond internet sources. The instructor added a study guide composed of pictures of artworks studied in class and the reading assignments that students can refer to when writing answers to essay questions on exams. This will help students make the necessary connections between the art and the indigenous artists and cultures.

Enhancement: In-class activities will be expanded to include more discussions of test examples (artworks) to improve exam scores. (09/20/2012)

INTL22_SLO_5 - Students will

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>demonstrate critical thinking and visual literacy skills through oral communication.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Class presentation addressing contemporary indigenous art and social issues.</p> <p>Target for Success: None set - first cycle.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>22 students out of 31 completed a group presentation in class. Instructor noted only 3 student struggled with public speaking and adequately conveying topic information. This assignment was optional hence only 22 completed. (05/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor was happy with the results of the class presentations overall.</p> <hr/> <p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Assessment results include 18 students (out of 42) successfully completing the oral presentation. (09/20/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Oral presentations are not required in this course, however points from the assignment contribute to the final class grade. Because of this, some students who did not finish the oral presentation demonstrated adequate oral communication and articulation of visual literacy and critical thinking in class discussions and small groups. Students met expectations of student success in this area. After reflection, the instructor believes the topics offered to the students for this assignment may have been too limited and difficult for research, hence the low number of student participants.</p>	<p>Enhancement: Instructor wants to develop an online group discussion to help students to increase group presentation, organization. (05/06/2018)</p> <hr/> <p>Enhancement: Instructor was pleased with the results of the small cohort of students completing the oral presentation. However, the assignment needs to be changed and expanded to include more topics that can be addressed through research students can conduct in a brief time frame (this assignment is given near the end of the quarter). This will improve student participation and success. In addition, more time for class responses after oral presentations will be included as this allows for students who are not presenting to be more actively involved. Instructor will also continue to integrate more opportunities for class dialogue. (09/20/2012)</p>

INTL 23:History of Art: Visual Arts of Islam

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL23_SLO_1 - Students will investigate and validate the artistic contributions of Islamic cultures from around the world, critically comparing these contributions from diverse countries of origin.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exams Target for Success: 10% A, 25% B, 35% C, 20% D, 10% F</p>	<p>Program Review Reporting Year: 2012-2013 Target : Target Met h (03/29/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): h</p>	
<p>INTL23_SLO_2 - Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Islamic art forms in a current global context.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Research and Group Presentation Target for Success: 10% A, 25% B, 35% C, 20% D, 10% F</p>		
<p>INTL23_SLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives addressing Islamic arts and cultures.</p> <p>SLO Status: Active</p>	<p>Project - Visit museum write a Research Paper Target for Success: 10% A, 25% B, 35% C, 20% D, 10% F</p>		
<p>INTL23_SLO_4 - Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Group project, discussion, and then presentation Target for Success: 10% A, 25% B, 35% C, 20% D, 10% F</p>		
<p>INTL23_SLO_5 - Students will demonstrate critical thinking and visual literacy skills through oral communication.</p> <p>SLO Status: Active</p>	<p>Demonstration - Class participation grade Target for Success: 10% A, 25% B, 35% C, 20% D, 10% F</p>		

*Student Learning
Outcomes (SLOs)*

Assessment Methods

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INTL23_SLO_6 - Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

SLO Status: Active

Exam - Course Test/Quiz - Exams

Target for Success: 10% A, 25% B, 35% C, 20% D, 10% F

INTL 24:History of Art: Visual Arts of Africa

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL24_SLO_1 - Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2011-12 2-Fall</p> <p>Outcome Creation Date: 02/17/2012</p>	<p>Exam - Course Test/Quiz - Midterm and final exams include essay responses to questions addressing class readings and slide identification.</p> <p>Target for Success: None set - First cycle.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>14 students received an A - or higher, 8 B- or higher, 3 C, 4 lower than a C on midterm exam, 11 students received A- or higher, 11 B- or higher, 3 C, 4 lower than C on Final exam = 29 total (05/06/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students overall performance was strong. A few struggled with the online segments of the class in terms of learning about certain artistic regions and ethnic groups.</p> <hr/> <p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Assessment results included 12 students performing at a superior level, successfully completing a high score on exams and written homework, 15 students achieving an average score and 14 students failing either the exams or the written homework and group work. (09/20/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Through test questions and written work, students were asked to demonstrate an understanding of each art tradition within the specific cultural context and to actively compare traditions from diverse cultures. Students were given reading questions to answer as homework and through group discussion. These questions challenged students to explore African art traditions in a thorough historical and cultural context and to critically compare different regions in Africa. Exams included essay responses to these reading questions as well as slide identification requiring the student to write an analysis of the art within the context of African history. Overall improvement is needed in basic writing and study skills for success on exams for the failing group. Some students were able to demonstrate greater critical thinking through answering reading questions at home and then sharing through group work. These activities in turn resulted in higher test scores on the final exam than the midterm.</p>	<p>Enhancement: Instructor needs to develop more online resources for test review for the hybrid offering. (05/06/2018)</p> <hr/> <p>Enhancement: Instructor wants to add an online rubric to help with test performance. (05/06/2018)</p> <hr/> <p>Enhancement: The instructor recognizes the need to continue to utilize rubrics, review materials and in-class writing exercises to help students practice applying critical thinking to in-class writing, which in turn can improve exam scores. Group discussions of study slides (examples of artworks students need to know and analysis on exams) greatly improved final exam scores for a number of students and so more class time will be devoted to slide review and discussion. (09/20/2012)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>INTL24_SLO_2 - Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.</p> <p>SLO Status: Active Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 02/17/2012</p>	<p>Other - Students are required to work in small groups, participating in class exercises addressing stereotypes and misconceptions of African cultures and arts. Target for Success: None set. First cycle.</p> <p>Presentation/Performance - Class presentation addressing traditional African artistic traditions in a contemporary context or through an example of contemporary African art. Target for Success: None set - First cycle.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 22 out of 31 students actively engaged in A-level work in group and online discussions. 7 B or higher. 2 below C. (05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): This was the first time the instructor offered this class as a hybrid. Overall, in-class group work went well but student involvement in online discussions was not as strong as the instructor would like.</p> <hr/> <p>Program Review Reporting Year: 2012-2013 Target : Target Met 80% of the students were able to complete group assignments and worksheets. (09/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor added several in-class discussion topics addressing misconceptions and common stereotypes of Africa, diverse African ethnic groups and art traditions. In addition, the contemporary art sections of the course were expanded to include more global topics relevant to Africa. Students benefited from small group interaction and discussion. Instructor was satisfied with the percentage of students able to complete group worksheets successfully.</p> <p>Program Review Reporting Year: 2012-2013 Target : Target Met Assessment results include 28 students (out of 41 total) successfully demonstrating through oral presentations critical analysis of either global issues, misconceptions about Africa or current social and political topics relevant to the study of African arts. (09/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor was pleased with the positive results of the student class presentations covering this objective (NOTE: Class presentation is an optional assignment, hence lower number of student success in data). The instructor observed that after presentations, active class discussion often helped students who were not presenting to be more engaged in the analysis of critical issues. More students were able to apply an awareness of such issues on the final exam. As a result, more class time will be devoted to</p>	<p>Enhancement: Instructor would like to add online rubrics to aid class participation and perhaps develop more review discussions to go over in more depth course expectations. (05/06/2018)</p> <p>Enhancement: More class time will be devoted to reactions and discussions following student presentations. (09/20/2012)</p>

Student Learning Outcomes (SLOs)

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reactions and discussions following student presentations.

INTL24_SLO_3 - Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.
SLO Status: Active
Planned Assessment Quarters: 2011-12 2-Fall
Outcome Creation Date: 02/17/2012

Project - Students research and write a paper using and evaluating four scholarly sources.
Target for Success: None set - First cycle.

Program Review Reporting Year: 2016-2017
Target : Target Met
11 Students received an A- or higher, 8 a B- or higher, 1 C, 3 did not submit a paper. (05/06/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students completed this assignment in an appropriate fashion. Instructor noticed some improvement with reseach skills and documentation after adding enhancements from previous SLO cycle.

Program Review Reporting Year: 2012-2013
Target : Target Met
Assessment results include 37 students (out of 41) successfully finishing the research paper assignment and 18 (out of 41) receiving at least a B on the assignment. (09/20/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The assessment tool was a research paper assignment in response to a museum visit. It included descriptive analysis of the art as well as research into the cultural context of the art. Students were required to use four scholarly sources. It became apparent that most students needed additional help integrating research from diverse scholarly sources into the assignment, despite classroom activities designed to get students to think critically about written sources. Students need more exercises to help them develop good skills in researching topics and in evaluating sources. Students also need to learn proper formatting and how to document sources in a paper.

Enhancement: The instructor is planning to restore a library workshop previously used in the class to help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources. Instructor will continue to use exercises in class to get students to critically analysis sources since such methods seem to be useful in preparation of the paper assignment. (09/20/2012)

INTL24_SLO_4 - Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues

Exam - Course Test/Quiz - Midterm and final exams composed of written responses to artworks and reading questions.
Target for Success: None set - First

Program Review Reporting Year: 2016-2017
Target : Target Met
14 students received an A - or higher, 8 B- or higher, 3 C, 4 lower than a C on midterm exam, 11 students received A- or higher, 11 B- or higher, 3 C, 4 lower than C on Final exam.

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>relevant to gender studies. SLO Status: Active Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 02/17/2012</p>	<p>cycle.</p>	<p>(05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor noticed improvement after implementing previous enhancements from SLO cycle.</p> <hr/> <p>Program Review Reporting Year: 2012-2013 Target : Target Met Assessment results included 12 students performing at a superior level, successfully completing a high score on exams and written homework, 15 students achieving an average score and 14 students failing either the exams or the written homework and group work. (09/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Overall student performance was better on the paper assignment (37 out of 41 student success rate) than on the exams (27 out of 41 student success rate). Tallying results throughout the quarter, 28 out of 41 students were able to consistently provide strong written responses to both in-class and homework assignments. Due to limited basic skills, students are able to score higher on assignments, such as the research paper, that allow more time and editing of written work. Some students need practice writing in-class responses and polishing their test-taking skills. In-class discussions and group work reveal a satisfactory level of student success with this objective, however conveying understanding through written work still needs work.</p>	<p>Enhancement: Students need more opportunities to practice presenting their ideas and reflections into written work. They are able to grasp visual (stylistic analysis) fairly easily, but they seem to wrestle with the importance of analyzing art within the larger social and historical context. More in-class writings after group discussion will be added to help students improve writing skills, which hopefully will help improve exam scores. Instructor has created a rubric to demonstrate sample written answers. (09/20/2012)</p>
<p>INTL24_SLO_5 - Students will demonstrate critical thinking and visual literacy skills through oral communication. SLO Status: Active Planned Assessment Quarters: 2011-12 2-Fall Outcome Creation Date: 02/17/2012</p>	<p>Presentation/Performance - Class presentation addressing contemporary African art and relevant social issues. Target for Success: None set - First cycle.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 15 students successfully completed the oral presentation. This assignment was optional hence the low involvement. (05/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor was happy with the results of those presented this quarter. Only 1 person found the speech component challenging.</p> <hr/> <p>Program Review Reporting Year: 2012-2013 Target : Target Met Assessment results include 28 students (out of 41) successfully completing the oral presentation. Oral presentations are not required in this course, however points from the assignment contribute to the final class</p>	<p>Enhancement: Instructor wants to add an online discussion geared to getting more students engaged in this optional presentation. (05/06/2018)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

grade. Because of this, some students who did not finish the oral presentation demonstrated adequate oral communication and articulation of visual literacy and critical thinking in class discussions and small groups. Students met expectations of student success in this area. (09/20/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Instructor was pleased with the overall results of the assessment of this outcome. The current oral presentation assignment will not be changed, however more time for class responses after oral presentations will be included as this allows for students who are not presenting to be more actively involved. Instructor will also continue to integrate more opportunities for class dialogue.

INTL 33: Introduction to Peace and Conflict Studies

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

INTL33_SLO_1 - Students will develop a deep understanding of the processes that create and perpetuate conflict at the intra-personal, inter-personal, institutional, societal, and global levels, identifying and critically evaluating the underlying conceptual frames and corresponding social and political structures that sustain them.

SLO Status: Active

Outcome Creation Date: 08/26/2016

INTL33_SLO_2 - Students will analyze, evaluate, and apply theories of and approaches to conflict mediation and transformation to a range of intra-personal, inter-personal, institutional, societal, and global conflicts.

SLO Status: Active

Outcome Creation Date: 08/26/2016

INTL 5:Global Issues and Perspectives

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>INTL5_SLO_1 - Students will analyze cultural, political, social and economic dimensions of globalization. SLO Status: Active</p>	<p>Presentation/Performance - Students will select a global topic and, working in small groups, research current information and make a group presentation to the rest of the class. Students will be guided in research on the web, and in the use of technology to make the presentation. Target for Success: 75 to 90% of students will research current information and present effectively to the rest of the class. Comments/Notes: 'Effective' presentation includes speaking skills, as well as use of classroom technology. The class discusses speaking and general presentation skills.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met More than 3/4ths of the students succeed, at some level. About 25% make very effective presentations. Another 25% make very good presentations, and another 25% make passable presentations. 15-20% of students are inaudible or fail to research current information for the presentation. (08/23/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): I'd like students to feel more comfortable taking a chance to present their own views. International students, partly because of language barriers, are more hesitant to craft their own points of view. I think I'll try strengthening ties among students who work in these groups by using more class time in these groups.</p>	<p>Enhancement: International students, partly due to language barriers, tend to have more trouble presenting critical points of view. We will spend more time in class working in these groups in an attempt to strengthen ties among group members. That may increase student confidence. (08/23/2014)</p>
<p>INTL5_SLO_2 - Students will critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Both class tests and quizzes, as well as an exit interview, measure students' critical thinking about informal and formal structures at work at the global level. Students write questions for the final exam during class exercises. That means the critical thinking involves posing questions as well as addressing questions. Target for Success: 75%-80% of students in past classes have met this objective, with varying degrees of sophistication of critical thinking. Comments/Notes: The class provides a trial class exercise which is not graded or carries a low point total, preceding each graded quiz or</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met 10-20% of students are consistently analytical. All students do take part in posing questions for the final exam. About 25% of students fail to read assignments, and are not very effective in critical thinking. (08/23/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): We have tried different readings. Current news readings seem to appeal more to students, but do not spur students to critical thinking. I have ordered a different core text for 2014-15 and hope that more students actually read.</p>	<p>Enhancement: We will try different readings as of Fall 2014. We will continue with the in-class assessment of learning. Every two weeks we discuss what people have learned and what continues to be confusing. (08/23/2014) Enhancement: As of fall 2014, we will see whether a more accessible text leads to more reading. We will also repeat the in-class assessments of readings. Every two weeks, we have a class discussion about what people have learned or what they still find confusing. (08/23/2014)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

test. Students get to try out critical thinking skills before they are graded on them.

Assessment: Course/Service Four Column



Dept - (IIS) Italian

ITAL 1:Elementary Italian (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ITAL1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exam questions answered after students read a paragraph Target for Success: Target for Success: 80% of students will answer 75% of questions correctly</p> <p>Exam - Course Test/Quiz - In the midterm test , students find a list of questions related to high frequency situation in familiar context. Students are supposed to respond in a simple written form demonstrating understanding of questions and context. Target for Success: This is a benchmark assessment since it is the first time the course has been assessed. However I expect that at least the 80% of students may be able to understand 90% of questions and reply accordingly.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 90% of students demonstrated understanding the 90% of questions. However only 80 % of students were able to provide a simple but exhaustive reply o them. (03/19/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): This assessment has been very helpful to me in order to reflect on my students' ability of interacting in a simple familiar context. In fact while they demonstrate an high degree of comprehension , they still may improve their ability to provide a full response. Thus we'll work more on written and oral reply during our classes.</p>	<p>Enhancement: While I'm satisfied with my student's comprehensions skills, I will work more on their responses. I plan to work in class with my students in reinforce writing skills. I plan to enhance board games with written responses and reading and comprehension exercise with open responses. (03/19/2018) Follow-Up: At the end of first quarter, all students increased their ability to interact. (03/30/2018)</p>
<p>ITAL1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate proficiency via course exam Target for Success: 80% passing rate</p>		

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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ITAL1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
SLO Status: Active

Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams
Target for Success: 80% passing rate

ITAL1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active

Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams
Target for Success: 80% passing rate

ITAL 2:Elementary Italian (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ITAL2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams Target for Success: 80% passing rate</p>		
<p>ITAL2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams Target for Success: 80% passing rate</p>		
<p>ITAL2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams Target for Success: 80% passing rate</p>		
<p>ITAL2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Presentation/Performance - Students are asked to watch an Italian movie and present it in class. Students have to demonstrate an understanding of Italian culture and society. After presenting it, they have engaged in a class discussion intent to analyzing and comparing it to their own culture. Target for Success: 80% of students are able to deep grasp of social protocols and contributions of Italian Culture</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 85% of students were able to present in class and met the goal (03/22/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): This activity has proved to be very effective and engaging. Students demonstrated to appreciate it much more than other activities. As result, I'll incorporate more movies and video in my lecture.</p>	

ITAL 3:Elementary Italian (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ITAL3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p>	<p>Focus Group - Students are given pictures of house and furniture. They are requested to work in a group speaking only in Italian to decide where and how put furniture in their ideal house.</p> <p>Target for Success: 90% of students are able to understand and interact with the group discussion</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Not Met</p> <p>85% Students demonstrate understanding of topic within the context . However only 75% of students demonstrated to be independent in working on the topic. (04/17/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): This assessment was very helpful in order to understand students needs. During this quarter I'll work more on this particular task, creating more opportunity to use Italian within a contest. I plan other similar assessment in the next few months t to see the trend</p>	
<p>ITAL3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams</p> <p>Target for Success: 80% passing rate</p>		
<p>ITAL3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams</p> <p>Target for Success: 80% passing rate</p>		
<p>ITAL3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate proficiency via course exams</p> <p>Target for Success: 80% passing rate</p>		

Assessment: Course/Service Four Column



Dept - (IIS) Japanese

JAPN 1:Elementary Japanese (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>JAPN1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana characters as well as Katakana characters respectively), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, books, weather, and invitations. SLO Status: Active Planned Assessment Quarters: 2011-12 4 -Spring</p>	<p>Demonstration - Speaking: Oral Interview - Students were asked to interact with the rater. Ten questions (regarding such as students family, hometown, its weather and etc) were asked, and their responses were rated on a scale of 1 to 4, with 4 being the best score. The level of proficiency was distinguished by considering the four interrelated assessment criteria underlying the proficiency descriptions: Accuracy, Fluency, Pronunciation, and Listening Comprehension. Writing: Final Exam - Given a specific situation for each question, students were asked to respond. Target for Success: At least 80% of the class should receive a B or better grade in order to take the next level course.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met Most students (28 out of 31) lost points for the wrong usage of relationals and Adjective conjugation. Most students enjoyed interacting with the rater, but some students (5 out of 31) were too nervous to answer. (04/30/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will hold a review session focusing on relationals and Adjective conjugation before the final exam. I will give a short icebreaker before oral interviews.</p>	
<p>JAPN1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>	<p>Other - Reading: Homework Assignment - Students read a dialogue for each lesson that includes the new sentence</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met Most students did well on the reading part of the assignment for each lesson. (05/12/2012)</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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<p>SLO Status: Active</p>	<p>structures and grammar points they learned, and answer the questions based on the dialogue. Target for Success: At least 80% of the class should receive a B or better grade in order to take the next level course.</p>	<p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I will spend a little more time on reading each lesson dialogue in class to enhance the students' comprehension ability.</p>	
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<p>JAPN1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Composition: Final Exam (Free Writing) - Students were asked to write about what they did over the weekend, using the past tense forms and including Adjectives and Adjectival Nouns. Target for Success: At least 80% of the class should receive a B or better grade in order to take the next level course.</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met Most students (29 out of 31) composed five or more sentences. The common mistakes were found in relationals and conjugation of predicates. (05/12/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): I will hold a review session focusing on relationals and conjugation of predicates before the final exam.</p>	
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<p>JAPN1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Other - Homework Assignment - Students are asked to choose one aspect of Japanese culture from the following; "Greeting", "Politeness in the Japanese language", and "Vagueness in the Japanese language", and describe it in English (one page with double-space). Target for Success: All the students should succeed in including one's own analysis or comparison with one's own culture in the research paper.</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Not Met It seems that the given topics were a little difficult to write about. Many students wrote about the topic of their own choice. (05/12/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): To enhance the students' awareness of Japanese culture, more general, daily related topics including their free choices should be given.</p>	
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JAPN 2:Elementary Japanese (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>JAPN2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 50 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as sightseeing, visiting friends, shopping, college student's life, telephone, and flower viewing. SLO Status: Active</p>	<p>Presentation/Performance - Speaking: Skit There were three students in a group, and each group had to make a script for the skit in casual speech by using at least three sentence structures provided by the instructor. Each student had to have at least 5 lines and memorize and perform them.</p> <p>Listening: Final Exam Students had to listen to 5 questions given by the instructor and write the answers in the exam.</p> <p>Target for Success: B or above = 75%</p>	<p>Program Review Reporting Year: 2009-2010 Target : Target Met Because casual speech in Japanese doesn't require strict grammar, most students didn't have so many troubles in accuracy. However, fluency really depends on each student. (03/25/2010) Reflection (CLICK ON ? FOR INSTRUCTIONS): It seemed that students who often watch a Japanese T.V. program or video felt comfortable to speak Japanese casually. The students were asked to use at least three sentence structures provided by the instructor; however, they also included sentence structures or expressions which they hadn't learned in class.</p>	<p>Enhancement: Encourage students to watch a Japanese T.V. or video. Tell students not to use sentence structures or expressions which they haven't learned in class. (03/26/2011)</p>
<p>JAPN2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Reading: Final Exam Students read a story about sightseeing in Japan and answer the questions.</p> <p>Target for Success: B or above = 75%</p>	<p>Program Review Reporting Year: 2009-2010 Target : Target Met Most students did well on the reading part of the exam. 25 out of 30 students received 80% or higher. (03/25/2010) Reflection (CLICK ON ? FOR INSTRUCTIONS): The sentence structures used in the story in the exam were from a particular lesson. So, questions must have been easy.</p>	<p>Enhancement: Next time, I'll expand the story by adding more sentence patterns or expressions from several lessons, and let students practice before the exam. (03/26/2011)</p>
<p>JAPN2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Composition: Final Exam Students were asked to complete sentences which included an inflectional verb ending, a dependent noun and two different types of connectives.</p> <p>Target for Success: B or above = 75%</p>	<p>Program Review Reporting Year: 2009-2010 Target : Target Met 25 out of 30 students received 80 % or higher. The answers had to be both grammatically and semantically correct. (03/25/2010) Reflection (CLICK ON ? FOR INSTRUCTIONS): The types of their mistakes depended on each student. Some students were not good at contextualization, and some other students were not good at verb forms.</p>	<p>Enhancement: I'll keep giving students writing exercises which require both grammatical and semantic understanding of the Japanese language. (03/26/2011)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>JAPN2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Culture: Final Exam</p> <p>Students were asked to choose one aspect of Japanese culture from the following, and describe by comparing it with their own culture.</p> <ol style="list-style-type: none"> 1. The relationship between a salesman and a customer in Japan. 2. The relationship between Senpai and Kohai in Japan. 3. Hanami in Japan. <p>Target for Success: B or above = 75 %</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Not Met</p> <p>Half of the students received a full-point ?5? on the cultural part of the exam. The students who received 4 instead of 5 didn't write much about the Japanese culture, but mainly wrote about their own culture.</p> <p>(03/25/2010)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instruction on the exam was probably not clear enough. Next time, I'll emphasize that students have to describe ?the Japanese culture? in the instruction.</p>	<p>Enhancement: Next time, I'll emphasize that students have to describe ?the Japanese culture? in the instruction. (03/26/2011)</p>

JAPN 3:Elementary Japanese (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>JAPN3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Speaking: Oral Interview Students were asked 10 questions by the instructor, and their responses were rated on a scale of 1 to 5, with 5 being the best score. The level of proficiency was distinguished by considering the three interrelated assessment criteria underlying the proficiency descriptions: Accuracy, Fluency, and Pronunciation.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met 76% of the students performed well on the oral interview. Some students who didn't do well exhibited a lack of preparation for the interview. In writing, 85% of the students were able to give their friends appropriate advice using given structures. (07/25/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): As for the oral interview, I'll ask students to write their responses and submit them. Then I'll give it back to them before the interview.</p>	<p>Enhancement: As for the oral interview, I'll ask students to write their responses and submit them. Then I'll give it back to them before the interview. (07/25/2014)</p>
	<p>Writing: Final Exam Students were asked to complete a dialogue between themselves. When completing the dialogue, they were asked to give advice to their friend by using a conditional clause and comparative sentence structure.</p>	<p>Program Review Reporting Year: 2008-2009 Target : Target Not Met Most students were better at demonstrating communication skills in writing than orally, especially in accuracy in speaking. Furthermore, in the second part of the oral exam which required students to talk about memory of their childhood, the length of their story varied depending on each student. (12/10/2009) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although two third of students met the target success in demonstrating their communication skills in writing, only one third of students satisfied it orally. I think I didn't clearly state my expectations of the oral exam.</p>	<p>Enhancement: State criteria for grading and my expectation more explicitly regarding the oral exam.</p> <p>Show the model speech in order to give students an idea of the length of speech or acceptability. (06/23/2012)</p>
<p>Target for Success: Three quarters of the students will get a B or above.</p>	<p>State criteria for grading and my expectation more explicitly regarding the oral exam.</p> <p>Show the model speech in order to give students an idea of the length of speech or acceptability.</p>		
<p>Presentation/Performance - Speaking: Group project (Skit) Each group of three students were asked to create a skit dialogue with given sentence structures and</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met Three quarters of the students received an A for both the speaking and writing parts of the exam. I usually emphasize SLO 1 when I teach, so I think it reflects on students?</p>	<p>Enhancement: When I let students make a skit dialogue next time, I'll make it mandatory for them to show me the dialogue before the exam. (09/20/2012)</p>	

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

perform it in class.
The level of proficiency was distinguished by considering the three interrelated assessment criteria underlying the proficiency descriptions: Clarity, Accuracy and Fluency.

Target for Success: Three quarters of the students will get an A.

Interview - Speaking : Oral interview

20 questions that include all sentence structures taught in this quarter are given to students a week before the oral interview for them to prepare. At the oral interview, students are asked 12 questions out of 20 chosen at random by the instructor. Their responses are rated on a scale of 1 to 5, with 5 being the best score. The level of proficiency is distinguished by considering the three interrelated assessment criteria underlying the proficiency descriptions: Accuracy, Fluency, and Pronunciation.

Writing: Final exam
Students are asked to give advice to their friends based on a kind of problem they have using a conditional clause and comparative sentence structure.

Target for Success: 76% of the students performed well on the oral interview. In writing, 85% of the

grades. One group didn't do well on creating a skit dialogue in terms of clarity. (09/20/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The group that didn't do a good job on creating a dialogue didn't show me the draft before the exam, so I didn't have a chance to correct it.

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	students were able to give their friends appropriate advice using given structures.		
<p>JAPN3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Reading: Final Exam Students read a dialogue that included the comparative and desiderative structures and answered the questions based on the dialogue</p> <p>Target for Success: Three quarters of the students will get a B or above.</p>	<p>Program Review Reporting Year: 2008-2009 Target : Target Met Most students did well on the reading part on the exam. (2 out of 22 students received a C or below.) (12/10/2009) Reflection (CLICK ON ? FOR INSTRUCTIONS): I asked students some questions based on a dialogue I created. Since each sentence was short, and the dialogue was similar to the one in the textbook. questions were relatively easy.</p>	<p>Enhancement: Next time I'll use a story instead of a dialogue for the reading section and create longer reading materials for reading exercises. (06/23/2012)</p>
	<p>Exam - Course Test/Quiz - Reading: Final Exam Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story.</p> <p>Target for Success: Three quarters of the students will get a B or above.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met Although 85% of the students showed a clear understanding of the story and how to answer the questions in the reading section, only 55% students received a B or higher on the listening section. I included a variety of sentence structures in the listening section, so the story I read is difficult for students to understand. (07/25/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): When students practice listening, I'll go over all sentence structures used in the story.</p>	<p>Enhancement: When students practice listening, I'll go over all sentence structures used in the story. (07/25/2014)</p>
		<p>Program Review Reporting Year: 2011-2012 Target : Target Not Met Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story. (09/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): 16 out of 24 students (67%) received a B or above. Reflection: The reading questions were relatively easy and no students asked me any questions when I let students practice a similar reading in class, so I believed that everyone understood the level of difficulty. However, it seemed one third of students had a hard time understanding the final exam story and how to answer the</p>	<p>Enhancement: In order to find out who is having trouble understanding reading, I'll add reading quizzes to vocabulary quizzes before the final. (09/20/2012)</p>

questions.

Exam - Course Test/Quiz - Students read a story based on L11 that includes the comparative structures and answer comprehensive questions based on the story.

Listening: Final Exam
Students listen to a short story read by an instructor and some statements regarding the story and choose "True" or "False" for each statement based on the story.

Target for Success: Although 85% of the students showed a clear understanding of the story and how to answer the questions in the reading section, only 55% students received a B or higher on the listening section.

JAPN3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
SLO Status: Active

Exam - Course Test/Quiz -
Composition: Final Exam
Students were asked to create a sentence using a given structure, (Predicate Modifier) + Verb + Noun) and a contrastive connective.

Target for Success: Three quarters of the students will get a B or above.

Program Review Reporting Year: 2013-2014

Target : Target Met
88% of the students met the outcome. Most students are comfortable with making sentences with this sentence structure. (07/25/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I handed out a summary of important forms and sentence structures that I taught this quarter. It is useful for students to organize things they have learned this quarter.

Program Review Reporting Year: 2008-2009

Target : Target Not Met
The overall achievement rate was 68%, but scores are dispersed among the students.

(12/10/2009)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The question

Enhancement: I'll keep giving students this handout for them to prepare for the exam. (07/25/2014)

Enhancement: I'll include the writing section in the final exam next time. (09/20/2012)

Enhancement: Give more writing assignments which require more accumulative knowledge about the Japanese language. Include

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Other - Writing: Homework assignments Students were asked to write a formal letter to the instructor. The format, context and the level of sentence structures were graded with the highest points of 5 for each category.</p> <p>Target for Success: Three quarters of the students will get a B or above.</p> <hr/> <p>Exam - Course Test/Quiz - Students are asked to create sentences using a given structure, (Predicate Modifier) + Verb + Noun) and dependent conjunction words that show a reason or contradiction. Target for Success: 88% of the students met the outcome.</p>	<p>was very comprehensive which required accumulative knowledge about the Japanese language, and many students made mistakes on grammar which they had learned in Japanese 1 or 2.</p> <p>Program Review Reporting Year: 2011-2012 Target : Target Met Students were asked to write a formal letter to the instructor. The format, context and the level of sentence structures were graded with the highest points of 5 for each category. (09/20/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): 5 students didn't submit the writing assignment and received a zero for this. Although I emphasized the importance of this homework assignment, some students didn't turn it in. I should have included this in the final exam.</p> <hr/> <p>Program Review Reporting Year: 2013-2014 Target : Target Met The majority of the students showed their understanding of Japanese culture and were able to compare with their own culture. 60% of the students did an excellent job on the culture section. Some students didn't write enough or failed to grasp unique aspects of Japanese culture. (07/25/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Probably some students don't know what kind of answers are considered excellent.</p> <hr/> <p>Program Review Reporting Year: 2008-2009 Target : Target Met Most students received a full-point ?5? on the cultural part on the exam. Among the three topics ?the classroom in Japan,??</p>	<p>more review in class activities. (06/23/2012)</p> <p>Enhancement: I will continue to save some time for teaching Japanese culture during the quarter. (09/20/2012)</p> <hr/> <p>Enhancement: I'll show them some model answers written by former students. (07/25/2014)</p> <hr/> <p>Enhancement: I'll give more examples to explain how the Japanese language affects Japanese culture and vice versa.</p>
<p>JAPN3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Culture: Final Exam Students were asked to choose one aspect of Japanese culture from the following, and describe by comparing it with their own culture.</p> <p>a) The classroom in Japan b) Indirectness in the Japanese language b) Modesty in Japan Target for Success: Three fourths of students will get a B or above.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met The majority of the students showed their understanding of Japanese culture and were able to compare with their own culture. 60% of the students did an excellent job on the culture section. Some students didn't write enough or failed to grasp unique aspects of Japanese culture. (07/25/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Probably some students don't know what kind of answers are considered excellent.</p> <hr/> <p>Program Review Reporting Year: 2008-2009 Target : Target Met Most students received a full-point ?5? on the cultural part on the exam. Among the three topics ?the classroom in Japan,??</p>	<p>Enhancement: I'll show them some model answers written by former students. (07/25/2014)</p> <hr/> <p>Enhancement: I'll give more examples to explain how the Japanese language affects Japanese culture and vice versa.</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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Indirectness in the Japanese language,? ?Modesty in Japan,? the least students chose ?Indirectness in the Japanese language.

(06/23/2012)

(12/10/2009)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The fact that the least students chose ?Indirectness in the Japanese language? suggests that it was the most difficult topic for students to write about or they were not interested in the topic although it is very important for them to understand.

Exam - Course Test/Quiz - Culture:
Final exam
Students were asked to choose one of the following topics; ?Indirectness in the Japanese language? or ? Modesty in Japan? and describe by comparing it with their own culture including (an) example(s), a reason and their comments.

Program Review Reporting Year: 2011-2012
Target : Target Met
23 out of 24 students received a B or above. (09/20/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I spent more time than usual on teaching Japanese culture this quarter. Furthermore, the students presented some important parts of Japanese culture that are related to the Japanese language before the exam. That also helped them understand it.

Target for Success: Three quarters of the students will get a B or above.

Exam - Course Test/Quiz - Culture:
Final Exam
Students are asked to choose one aspect of Japanese culture from the following: “Indirectness in the Japanese language” or “Modesty in Japanese society” and describe it by comparing their own culture and add their comments.

Target for Success: 90% of the students met the outcome.

JAPN 4:Intermediate Japanese (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>JAPN4_SLO_1 - Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2011-12 2-Fall</p>	<p>Exam - Course Test/Quiz - At the end of each lesson, students collaborate and demonstrate a line game consisting of specific questions-response patterns using vocabulary and grammar structures covered in each lesson. This exercise requires listening and immediate response using specific sophisticated expressions as intermediate level: After this practice, students are asked similar questions via listening on quizzes and exams and immediately answer with similar response patterns in writing.</p> <p>Final Exam: Question: Where are you now (polite respect speech on cell phone). Answer: I am at school (polite speech, but not respect).</p> <p>Target for Success: Eighty percent of the students will be able to properly handle oral response requirement via a line game and apply this practice upon answering quizzes/tests in writing. In the listening and response example from the final exam, a student must spontaneously change a polite respect level in question into a normal polite level.</p> <p>Comments/Notes: This is actually a tricky question although English expressions look identical in both respect form and normal polite form.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>The majority of students were able to read and articulate the questions on the cards during the line game, and they demonstrated oral answering gradually. In the listening and answering in writings on the final exam, twelve students made all six answers for polite level sections properly; seven students made five answers out of six; four students made four; and two students made three correct answers out of six. The total number of correct answers over the total number of questions is 129/150, which is 86 percent. (07/16/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor checked if (1) the polite forms of question sentences were converted into normal polite forms, (2) basic verb conjugations were correct, (3) the main point of the questions are focused, (4) spelling is correct, etc. Over all, the students are forced to be involved into the line game and be familiarized with the sentence structures and conversational patterns. Although some verb conjugations for TE-form are not accurate among some students, the instructor expect them to review the elementary level information by themselves as intermediate-level students.</p>	<p>Enhancement: Even if the number of students was 25, which is less than the administration's expectation--35, the MCC12 classroom is too small for an interactive language class. The instructor uses an active line game, and the space to make lines and the space that students rotate are required. MCC 12 is so compact. The instructor and students had to move the rectangular tables to perform the line game. The room should be bigger for at least 200 ~ 300 square feet. Most MCC classrooms are designed for intercultural study, but not appropriate for interactive language classes. (07/16/2014)</p>
	<p>Presentation/Performance - Students design and demonstrate</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p>	<p>Enhancement: Due to the time limitation, most students selected</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>skits in pairs or groups. All verbal and non-verbal communication elements such as accuracy of pronunciation and grammar structure, tone, pause, gesture, facial expressions are checked. The students choose among the following topics: Trip to the Kansai District, Kanji Learning in Japanese classroom, Traditional Japanese clothes, kimono, Auto-repair services in Japan, American students studying in Japan, Traditional Japanese house, Gift-giving custom in Japan.</p> <p>Target for Success: Eighty percent of the students will be able to demonstrate adequate to first-rate verbal and non-verbal performance.</p>	<p>The majority of students performed with appropriate verbal and non-verbal elements. Although a few number of students forgot the dialogues and had to see scripts time to time, they articulated clearly and completed the skits in a satisfactory manner. Most students who chose skits with distinctive man's and woman's speeches successfully demonstrated the gender differences in speech. (07/16/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In this class some students had experiences to study intermediate level before in some other schools and/or in Japan. At least 10 students were working professionals who needed to study Japanese as required for their business. Young students had great opportunities to study with those mature, intelligent, and motivated people in the same classroom. The instructor thought this class environment stimulated young students to experience sophisticated level of performance required in intermediate Japanese.</p>	<p>the variations of textbook dialogues. Some students created their own skits using the structures and vocabulary covered in this course. The students should have been encouraged to design their own manuscripts with possible extra credits to be stated in the course syllabus. (07/16/2014)</p>
<p>JAPN4_SLO_2 - Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text. SLO Status: Active</p>	<p>Other - Students answer questions based on the textbook dialog in each lesson in class and/or turn in the questions as homework. Target for Success: Ninety percent of the students will be able to read, interpret, and answer the reading questions adequately.</p> <p>Exam - Course Test/Quiz - Reading comprehension is required in the exams. Students read a short passage and answer true or false</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Not Met There are two assignments to describe the dialog information: (1) personal history of two people, and (2) a Japanese-style home. The total possible scores were 20 points; eight students made 20 points; one studenta made 18 points; three made 16 points, two marked 14 points; and one students did not complete. The average point is 85 percent. (07/16/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor made strict grading to evaluate this assignment and targeted very high 90 percent standard. This part could be subjective because some students were able to read and interpret properly, but did not describe carefully as it was homework assignment. Depending upon the evaluation standard to check students' writings, the target may meet.</p> <p>Program Review Reporting Year: 2013-2014 Target : Target Met In the final exam, there were six true/false questions for the reading comprehension part. Twenty students made all six</p>	<p>Enhancement: The instructor may design simpler writing assignment instead of sophisticated writing answers. Also, the target was too high-90 percent. It should be reduced to 85 percent. (07/16/2014)</p> <p>Enhancement: The instructor plans to use similar questions in another class with different students' population to see how it</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>questions based on the passage. Target for Success: Approximately 75 percent of students will be able to answer 80 percent accuracy in True-or-False questions.</p>	<p>questions correctly; four students made five; one student marked four, and one student made three correct answers. Eighty percent of the students made 100 percent accuracy. (07/16/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): This is a brilliant record! The average percentage to make correct score per student is 98 percent. The instructors think that some students who had intermediate-level experiences before contributed to raise the accuracy rate. Seven students who chose wrong answers were the first-time intermediate students.</p>	<p>would work in a day class. (07/16/2014)</p>
<p>JAPN4_SLO_3 - Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures. SLO Status: Active</p>	<p>Other - Students practice and turn in the homework for newly introduced Kanji in each lesson. The accuracy of producing each Kanji is checked. Target for Success: Ninety-five percent of students reproduce perfect Kanji.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met Almost all students reproduce Kanji properly in homework. This is a traditional assignment practiced at school in Japan. For a student without Kanji culture, it is still hard to memorize the Kanji. (07/16/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): There are relatively high number of students who already knew Kanji-characters. However, there are three different types of designs: (1) Traditional complicated Taiwan and HongKong style, (2) less complicated Japanese versions, and (3) simplified version designed in China. The instructor expected those students to learn and differentiate the versions used in Japan. Also, the sounds applied to the original Japanese vocabulary are totally different from the original Kanji sounds. These points are evaluated in quizzes and exams.</p>	<p>Enhancement: Homework assigned online shows unnatural shapes of Kanji characters time to time. Some students tended to follow trace and follow these fonts. The instructor hopes that Microsoft offers more natural fonts, or the instructor makes hand-writing version of Kanji part and scan so that students would be able to follow natural shape of Kanji characters in homework. (07/16/2014)</p>
	<p>Exam - Course Test/Quiz - Students construct sentence structure using vocabulary and language structures that are covered in each lesson. Also, Kanji quiz is required in each lesson. Correct reproduction, sound recognition in both On-reading and Kun-reading, and okurigana are essential parts of Kanji quiz. Similar Kanji questions are asked in the two exams.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met As for the nine sentence conversion section in the final exam, seven students made zero error; three students made one error; three students made two errors; four students made four errors; one student made five errors; two students marked six errors, and two students made seven errors. Those errors include very minor errors. Over all, out of possible 450 points in total, 74 errors were made by students. The rate is 376/450, which is 84 percent. As for the Kanji part, total possible Kanji score is 675 (27 points</p>	<p>Enhancement: The instructor suggests that De Anza offer Calligraphy class because it would increase the students' interest to learn Kanji characters and help those students who are not familiar with Kanji culture. It would help students who study Chinese and/or Japanese. (07/16/2014)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Example (1): Convert a normal polite verb-ending sentence into "nominalized phrase + definition auxiliary verb ending." A student may write in Japanese, as an example, "Kinoo sushi o tamebashita (I ate sushi yesterday)" into "Kinoo sushi o tabeta n desu (same meaning, but less formal)."

Example (2): Find how to read a Kanji character in certain context: I want you to go. In this case, the Kanji character, "DURATION" may be read as "KAN (Chinese vocabulary based sound)" or "AIDA (Japanese vocabulary based sound)."

Target for Success: Seventy percent of the students will be able to convert the original sentences into as directed in Japanese with minor error. Seventy percent of the students will be able to Kanji-related questions correctly in quizzes and exams with minor errors in reproductions or inappropriate okurigana usages.

Project - Students write their personal histories in Japanese in homework: where they were born, places they have lived, family members, activities they have experienced, hobbies, foods, languages to speak, etc.

Target for Success: Seventy percent of the students will be able to demonstrate communicable writing with minor grammatical and relational errors.

Assessment Data Summaries

per each student), and the total number of errors was 79. The average errors per person is 3.16 out of 27, and the completion rate is 596/675, which is 88 percent. (07/16/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Over all, the result showed the excellent performance by students. In the grammar part, a reasonable distribution is seen beside super excellent performance by 10 students. As for the Kanji part, one student made only two third of the Kanji questions, three students completed two third of the Kanji questions. Depending upon the students' cultural backgrounds, study of Kanji characters in Japanese is a difficult issue.

Program Review Reporting Year: 2013-2014

Target : Target Met

The majority of students demonstrated their writing abilities stating their personal histories in better than satisfactory manner. Although minor grammatical errors in verb and adjective conjugations and relationals, their works were highly communicable. (07/18/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): As this assignment was homework, the students had enough time to complete compositions. The population of students included mature, intelligent, and serious working professionals, they were eager to write good compositions. This tendency is often seen in an intermediate evening class.

Enhancements

Enhancement: Depending upon how the students learned in elementary classes, the abilities of students may vary. The instructor tried to bridge the gaps amongst the students; for instance, giving consolidated summary or conjugation charts to all students. However, some students may need tutoring to review elementary level information so that they would be able to study intermediate Japanese without too much difficulty. Therefore,

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

tutoring service for evening students would be helpful for those full-time working students. (07/18/2014)

JAPN4_SLO_4 - Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Exam - Course Test/Quiz - Students learn how to put on Japanese traditional kimono and special slippers, history, aethetical value in the class. In the mid-term exams, they are asked the procedures of wearing kimono in multiple choice: For instance, which side is upper layered?: right or left, terminology, etc. Students also compare and contrast kimono with western clothes. Most questions are multiple choices.

Target for Success: Seventy percent of students will be able to demonstrate their understandings of kimono information of traditional Japanese clothes in multiple choice questions.

Other - Students write paper on the cultural topics covered in class: Ancient capital in Japan, traditional Japanese clothes?kimono, customer services in Japan, experience of visiting in Japan, traditional Japanese house, gift-giving custom-ochuugen and oseibo, etc.

Target for Success: Almost all students will be able to identify and interpret unique aspects of culture in Japan, such as continuation of tradition, important value of customer services, politeness in society, feeling of obligation among

Program Review Reporting Year: 2013-2014

Target : Target Met

Out of 25 students, 20 students selected five or more right choices in six multiple choice questions. (07/18/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor emphasized on the history of traditional Japanese Kimono including the law enforcement to identify each person's class reflecting the cast system under theTokugawa Shogunate era. Also, how to put on Kimono was shown in video.

Enhancement: If the time is allowed, some students may demonstrate how to put on Kimono by themselves. Or, the instructor may use a total-physical response to ractice how to put on Kimono. Depending upon the purpose of Kimono, it may take 30 minutes or more to put on. The instructor may choose the easiest light Kimono if students demonstrate it. (07/18/2014)

Program Review Reporting Year: 2013-2014

Target : Target Met

The instructor defined that all students successfully compared and contrasted their own cultures and Japanese culture. Also, some students described their actual experiences and discovery of Japanese culture when they travelled in Japan. (07/18/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): As each lesson in the textbook introduces a topic underlining the depth of Japanese culture. students chose topics easily.

Enhancement: Our current textbooks, Learn Japanese, include academic information of Japanese history and culture. This part was completed by Anthropology Department in University of Maryland, and no other Japanese-language textbooks provide this level of detailed traditional Japanese culture. As some students tend to emphasize on language more than culture, the instructor may add some questions on culture in each lesson quiz; for instance, giving an

*Student Learning
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Enhancements

human relationships, and so forth.

extra credit may encourage
students to study the history and
culture information.
(07/18/2014)

JAPN 5:Intermediate Japanese (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>JAPN5_SLO_1 - Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - At the end of each lesson, students collaborate and demonstrate a line game consisting of specific questions-response patterns using vocabulary and grammar structures covered in each lesson. This exercise requires listening and immediate response using specific sophisticated expressions as intermediate level: After this practice, students are asked similar questions via listening on quizzes and exams and immediately answer with similar response patterns in writing. Final Exam: Question: Where are you now (polite respect speech on cell phone). Answer: I am at school (polite speech, but not respect). Target for Success: Eighty percent of the students will be able to properly handle oral response requirement via a line game and apply this practice upon answering quizzes/tests in writing. In the listening and response example from the final exam, a student must spontaneously change a polite respect level in question into a normal polite level.</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met During a line game, students were able to read question sentences including some Kanji characters and orally responded using different honorific levels. The instructor defined that they reached a fluent level manipulating honorific expressions. In the final exams, the instructor made two listening questions that require to use particular honorific variations. Twenty-eight students made zero error; eight students made one error; and one students made two errors. The accuracy rate is 104 over 111, which is 91 percent. (07/14/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The honorific usage is one of the most complicated issues in intermediate Japanese. The instructor emphasized on the way different honorific expressions, respect, polite, and humble expressios, are selected by native speakers. The series of line game and listening/answering in writings in quizzes/exams cover all four skills and cultural information. The result in the final exam showed better than the instructor expected.</p>	<p>Enhancement: This class started with 40 students in a relatively small classroom. There happend to be an empty space near the classroom, and the instructor devided the students into two different groups; one group performed a line game in a separated room. It is impossible to have two groups of students perform the line game. The room should be 200~300 square feets bigger. Or, the class size should be smaller--25 students maximum. (07/14/2014)</p>
	<p>Exam - Course Test/Quiz - Students listen to a short passage and answer multiple choice questions in the exam. A passage is read twice by the instructor, and students are given two multiple choice questions: asking days, time, durations, places,</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met These multiple choice listening questions in the mid-term exam are to check students' understanding on time and duration expressions using the passage of an example of business trip schedule and some other sentence structures. Among 40 students, 32 students cleared this goal.</p>	<p>Enhancement: An intermediate class with 40 students is too crowded. There are so many issues to cover in this level. The reason why the instructor decided to reduce the listening questions in the Japanese Language</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>and activities of business trip. Other questions are based on the listening and answering in writings based on the structures learned before the mid-term exam; however, these were not in multiple choice style.</p> <p>Target for Success: Approximately, 70 percent of students will be able to mark two right answers in multiple choice sections and up to five errors out of 15 in the answering in writing parts.</p> <p>Presentation/Performance - Students design and demonstrate skits in pairs or groups. All verbal and non-verbal communication elements such as accuracy of pronunciation and grammar structure, tone, pause, gesture, facial expressions are checked. The students choose among the following topics: Japanese family with casual speech, speech between a couple, company speech in terms of hierarchy, going to see a medical doctor, and Japanese natural environment.</p> <p>Target for Success: About 75 percent of students will be able to demonstrate adequate, first-rate verbal and non-verbal performance.</p>	<p>(07/19/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor used to give five listening questions in multiple choice style like the Japanese Language Proficiency Test when the number of students was less than 35; for instance, in 2003. This kind of question of listening to the passage and answering based on students' memorization is relatively challenging compared to the type of question of listening to a simple question and answering in writings. Due to a large number of students per class these days, the instructor reduced the number of questions in the Japanese Language Proficiency Test style. In this sense, the instructor slightly lowered the target to match the large class.</p> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>Almost all students memorized the passages and articulated with proper pronunciation. Most students chose the textbook dialog in a pair work, and others created their original skits using the expressions and structures covered in the class. The instructor emphasized on the non-verbal communication part as well as verbal part. The students were getting better as the time was going on. As students observed other's performances, they learned how to perform better. Fifty percent of students had to look at cheat sheets time to time, which led to reduction of the scores as well as other reductions; however, the lowest scores ended up being 40 out of 50. (07/19/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor allowed the students to carry cheat sheet so that they would not have to stop the performances. Although half of the students had to look at cheat sheet at least once, the pronunciation and non-verbal communication part were above satisfactory level. Some of them spoke like native speakers!</p>	<p>Proficiency Test style is due to difficulty to challenge that level in a current crowded environment. De Anza used to offer two Japanese 5 classes, which is more efficient. (07/19/2014)</p> <p>Enhancement: The class size is too big as an intermediate level. At the end of the quarter, both the instructor and students experienced too much stress to perform the skits in a limited class hours. As most skits were performed in two students, there were 20 skits. Some groups created original skits with longer durations. It takes more than 70 minutes even if we hurried. Hopefully, smaller number of intermediate class would be helpful to make the skit presentation more challenging and enjoyable. (07/19/2014)</p>
<p>JAPN5_SLO_2 - Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.</p>	<p>Exam - Course Test/Quiz - Reading comprehension is required in the exams. Students read a short passage and answer in sentences based on the passage.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>In the final exam, six students made zero errors in three questions; 16 students made one error, 11 students made two errors, and four students made four errors or more. As</p>	<p>Enhancement: The instructor hopes that more students take tutoring services. As some working professionals take this course, an evening tutoring</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SLO Status: Active</p>	<p>Target for Success: Approximately 75 percent of students will be able to answer 80 percent accuracy in sentences.</p> <p>Other - Students answer questions based on the textbook dialog in each lesson in class and/or turn in the questions as homework.</p> <p>Target for Success: Ninety percent of the students will be able to read, interpret, and answer the reading questions adequately.</p>	<p>students are required to write in sentences, an error includes a minor vocabulary error. The instructor set that each questions value 5 points. The number of total possible errors for all 37 students is 555. The actual number of errors made by 37 students is 58, which means that the students performed for 88 percent accuracy. (07/14/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor assigned the students to answer this reading comprehension questions in writing sentences rather than true or false so that the depth of their comprehension is properly measured and their writing performances are properly shown. As the class has high rate of the students with Chinese-cultural background, those students have advantage to handle Kanji characters. For those students who don't have Chinese-cultural background, a reading comprehension is harder due to Kanji characters in writing. However, the majority of students are highly motivated, and the instructor expect the students to catch up with Kanji learning. The instructor distributed Kanji information in advance; also, some students obtained various Kanji reference books.</p> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>In this homework, the majority of students completed each questions in proper manners. They read and interpreted properly and answered questions in writings. The instructor defined the target has met. (07/14/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor found that almost all students are very motivated despite the busy schedule of some working professionals. The instructor assigned this homework because the students would be asked a reading-comprehension part in the final exam. The instructor thinks it a proper step toward the final exam.</p>	<p>service should be offered for evening students. A tutoring makes significant differences among the students with various backgrounds. (07/14/2014)</p> <p>Enhancement: The instructor hopes that more tutoring service is available for evening students also. (07/14/2014)</p>
<p>JAPN5_SLO_3 - Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.</p>	<p>Project - Students practice and turn in the homework for newly introduced Kanji in each lesson. The accuracy of producing each Kanji is checked.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>Almost all students completed Kanji parts of homework. Each student tried to reproduce the Kanji as accurate as possible. The instructor makes corrections in the case a</p>	<p>Enhancement: Some computer Kanji fonts look unnatural. Although the instructor encouraged the students to look at the textbook pen-touch Kanji</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>SLO Status: Active</p>	<p>Target for Success: Ninety-five percent of students reproduce perfect Kanji.</p> <p>Exam - Course Test/Quiz - Students construct sentence structure using vocabulary and language structures that are covered in each lesson. Also, Kanji quiz is required in each lesson. Correct reproduction, sound recognition in both On-reading and Kun-reading, and okurigana are essential parts of Kanji quiz. Similar Kanji questions are asked in the two exams.</p> <p>Example (1): Creative sentences using basic patterns and expressions: Example: The more you ~, the more it would be ~. A student may write in Japanese, "The more inexpensive the sushi is, the more I end up eating (Yasukereba yasui hodo takusan tabete shimaimasu).</p> <p>Target for Success: Seventy percent of students will be able to create communicable sentences controlled by the specified patterns with minor errors such as misspellings of some vocabulary and/or Kanji characters.</p>	<p>Kanji shape needs to be corrected; however, the number of corrections is very few. (07/14/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Reproducing Kanji in homework is relatively passive assignment; however, this unconditional writing practice is still supported and considered as important in Japan and China.</p> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>There are three sections to construct in this particular pattern of structure. Eighteen students made no error, 11 students made one error, four students made two errors; and four students showed three errors. The total number of correct answers is 80, and total number of all fill-in section is 111. The rate of correct answer is 80/111, which is 72 percent. (07/14/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor's expectation of 70 percent was accomplished.</p>	<p>samples, some students follow the computer-Kanji font shapes. If the instructor makes hand-writing Kanji practice sheet and scan it, the Kanji samples would be better. (07/14/2014)</p> <p>Enhancement: Those students who made more than three errors need to review the basic verb and adjective conjugations. Although the instructor encourages them to take tutoring service, most of them tend to hesitate it. In some quarters, there is a tutor shortage. The instructor hopes that the tutoring service to be organized quickly. Also, more students should be encouraged to work as tutors. (07/14/2014)</p>
<p>JAPN5_SLO_4 - Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Project - Students write paper on the cultural topics in Japanese: family, workplces, medical system, customer services in Japan, experience of visiting in Japan, and so forth.</p> <p>Target for Success: Seventy percent</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>Almost all students demonstrated their understanding of Japanese culture properly in writing. Some of them wrote their own experiences and findings they encountered during their trips in Japan, some wrote about movies and animations, and others wrote about what they found in the</p>	<p>Enhancement: Students tended to turn in the paper at the end of the quarter. This could be the way of a quarter-system school is. If students agree, the instructor would upload the best paper in My Portal so that students have a</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>of the students will be able to demonstrate communicable writing with minor grammatical and relational errors.</p> <p>Exam - Course Test/Quiz - Students are asked natural, geographical, and social conditions of Japan. Students answer in Japanese among one of the following questions: For example; Why do they have terrace-style crop field in Japan? What are common natural disasters in Japan? Describe the US-Japan relationship. Target for Success: Eighty-five percent of students have ideas and are able to describe adequate answers. Seventy percent of them are able to answer with minor grammatical and spelling mistakes.</p>	<p>textbooks and/or lecture. The instructor advised that students use newly acquired structures and provide English sentences in the case they were unable to express using some unknown structures or they were confused with Japanese expressions. (07/15/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The majority of students tried to use newly acquired sentence structures that they learned in Japanese 5. The instructor found sophistication and depth of the target language while some minor to moderate level of corrections were present.</p> <p>Program Review Reporting Year: 2013-2014 Target : Target Met</p> <p>The instructor defined the gradings as follows: 13 students marked "A with straight cultural analysis and supportive evidences;" 14 students marked "B, with somewhat interesting analysis and reasons" and 10 students were "C, with somewhat out-of-focus analysis and reasons." (07/15/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor rated A and B as good understanding levels and found 27/37, which marks 73 percent.</p>	<p>chance to read an excellent paper. (07/15/2014)</p> <p>Enhancement: The instructor suggests a short video or movie about Japan--geography, history, people, and culture--be shown. Although the instructor showed some online information of Japanese culture time to time, a set of one video of Japanese culture would be more compact. (07/15/2014)</p>

JAPN 6:Intermediate Japanese (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>JAPN6_SLO_1 - Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - At the end of each lesson, students collaborate and demonstrate a line game consisting of specific questions-response patterns using vocabulary and grammar structures covered in each lesson. This exercise requires reading question sentences including various Chinese characters, listening and immediate response manipulating specific sophisticated expressions as intermediate level: After this practice, students are asked similar questions via listening on quizzes and exams and immediately answer with similar response patterns in writing. The knowledge of Japanese daily life and culture.</p> <p>Target for Success: Approximately eighty-percent of the students will be able to recognize Chinese characters and know how to read them expressed on the cards. Eighty percent of the students will be able to properly handle oral response requirement via a line game and apply this practice upon answering quizzes/tests in writing.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>A line game is a warming up toward the final listening-response questions. During this warming up session, two to three students had to take longer time to respond orally due to difficulty to read Kanji characters and/or to recognize structures/expressions. During the quizzes and tests, students answers to oral questions in writing. In the final exam, ten questions were asked. Amongst 33 students, eight students made zero error, 18 students made 1 to 2 errors; six students made 3 to 4 errors, and one student made more than 5 errors. (07/10/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor believes the combination of warming-up line game and listening & answering in writing pattern is covering the fours skills--reading, listening, speaking, and writing as well as even cultural information. Before taking each lesson quiz, students are able to do their final brush up for each lesson. Students are able to review and learn during the game and possibly increase their scores. The attendance and participation of students deeply reflect the result of the listening/writing part of the quizzes and exams. The result on the final exam was what the instructor expected.</p>	<p>Enhancement: This class started with 37 students in a relatively small classroom in Building L. The instructor hoped to have two different groups to practice the line game. However, the room is too small to have two groups, which means four lines of students. The instructor hopes to use a 200 square feet larger room so that there would be a space in the rear beside the front black-board area space. There used to be some classrooms of appropriate sizes in MCC Building. Now those perfect-size classrooms are gone. If a room is too big, it would not be effective either. Current classrooms in Building L are appropriate for a language classroom if the maximum number of students is under 25. (07/10/2014)</p>
	<p>Presentation/Performance - Students design and perform skits in pairs or groups. All verbal and non-verbal communication elements such as accuracy of pronunciation and grammar structure, tone, pause, gesture, facial expressions are checked. The students choose</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Not Met</p> <p>Eighty-five percent of the students performed near-native speaker's level of pronunciation. Seventy-five percent of the students showed proper non-verbal communication. Those students who created their original skits were carefully designed in term of honorific and polite speech levels. Some students replied upon memorization of</p>	<p>Enhancement: As a choice of memorization and performance of the textbook dialog skit has been required in lower intermediate levels or elementary levels, more creative, culture-related presentation in the target language would be appropriate</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>among the following topics: Going to festival, talking about industry, eating and ordering in restaurant, students' life, college classes, Kanji and Kanji dictionary, and so forth.</p> <p>Target for Success: Almost all students reach near native speaker's level of competency to manipulate the depth of Japanese language, such as speech level and sense of honorific expressions. Also, they are able to handle properly not only verbal communication but also non-verbal communication.</p> <p>Comments/Notes: Opportunity to speak with native speakers via language exchange and/or tutoring service would be helpful. It is expected that the language exchange program and tutoring service are provided each quarter.</p>	<p>textbook dialogues, and it is hard to determine whether they really apply honorific expressions and speech levels properly in actual setting. (07/10/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor determined the target that almost all students reach near-native speaker's level of competency is too ambitious because some students reply upon simple memorization of dialog passages.</p>	<p>the highest level of intermediate Japanese. (07/10/2014)</p> <p>Enhancement: Even though the idealistic target is that almost all students reach near native speaker's level of competency, the instructor thinks that the target should be lowered; for instance, almost all students are able to recognize and perform orally with 75 percent of accuracy. (07/10/2014)</p>
<p>JAPN6_SLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.</p> <p>SLO Status: Active</p>	<p>Other - Students answer questions based on the textbook dialog in selected lessons in class and/or turn in the questions as homework.</p> <p>Target for Success: Ninety percent of the students will be able to read, interpret, and answer the reading questions adequately.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>The instructor did not find major reading, interpretation problem. Ninety percent of the students answer the majority of questions properly. (07/10/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In the third quarter of intermediate Japanese, the majority of students properly review each lesson by themselves. The instructor assigned this reading comprehension as homework because (1) Japanese 6 is significantly demanding and time is always a neck, and (2) each student has different reading speed and study pattern in the past.</p> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>Reading comprehension about history of Japan with true/false questions are assigned as homework assignment. All students are able to read and interpret the original passage and paraphrased question sentences. Students are</p>	<p>Enhancement: The instructor may include more simpler reading and questions in the exams as well as complicated homework assignment. (07/10/2014)</p> <p>Enhancement: Although the instructor hoped to show a 50-minute movie about Japan's history and culture, she had to skip it due to time limitation. If a student is able to watch it online,</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Exam - Course Test/Quiz - Reading comprehension is required in quizzes/exams. Students read a short passage and answer true or false questions based on the passage.</p> <p>Target for Success: Approximately 70 percent of students will be able to answer 80 percent accuracy in True-or-False questions.</p>	<p>able to correctly answer at least four questions out of five questions. (07/08/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor assigned a reading comprehension as homework because sophisticated vocabulary and grammar structures are displayed in the third quarter level of intermediate Japanese. At the same time, if a student knows the history of Japan, answering these questions is not difficult.</p>	<p>reading comprehension regarding Japan's history would be much easier and a student would increase the confidence level in reading. Moreover, a student would be able to interpret the history and culture of Japan better. (07/09/2014)</p>
<p>JAPN6_SLO_3 - Compse longer and more accurate discourse about familiar topics to reflect a sustained commnad of vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students are required to construct sophisticated sentence structure using vocabulary, Kanji characters, and language structures that are covered in each lesson in quizzes and exams. Correct reproduction, sound recognition in both On-reading and Kun-reading, and okurigana are essential parts in Kanji part in quizzes and exams. Students are required to create sentences using sophisticated patterns. For example, double negative pattern to convey somewhat affirmative state of mind, metaphoric expressions, and gender unique patterns.</p> <p>Target for Success: Seventy percent of students will be able to create communicable sentences controlled by the specified patterns with minor</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>There were totally five questions with partial controlled fill-in blank parts, which were counted as 15 possible points. Five students made all 15 points; six students made 14 points; two students made 13 points; seven students made 12 points; eight students made 11 points; three made 15 points; and two made 10 points. The total number of points of all students was 405, and the total possible points was 495 points. The rate of right answers was 81 percent. (07/20/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In the advanced intermediate class, the composition is getting more complicated, and the students experience serious difficulties in each lesson. How much accuracy the instructor expects must be determined in both objectively and subjectively. The instructor interpreted 70 percent of the students' communicability was reasonable.</p>	<p>Enhancement: To improve students' composition skill, tutoring is the best way. Tutoring service for evening students should be available. (07/20/2014)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>errors such as misspellings of some vocabulary and/or Kanji characters.</p> <p>Comments/Notes: In each lesson, there are two quizzes: (1) Vocabulary and Kanji quiz, and (2) grammar and general quiz. In the exams, both (1) and (2) are covered.</p> <p>Other - Students practice and turn in the homework for newly introduced Kanji in each lesson. The accuracy of producing each Kanji is checked.</p> <p>Target for Success: Ninety-five percent of students reproduce perfect Kanji.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>The majority of 33 students completed the Kanji practice part of homework reproducing almost perfect Kanji characters. (07/08/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Some students tend to copy the Microsoft-font type Kanji characters, which show unnatural strokes time to time. The instructor gave advice to follow the pen-touch writing style Kanji characters shown in the textbook.</p>	<p>Enhancement: As some computer-fonts show unnatural Kanji strokes, the instructor should write homework assignment Kanji characters by hand. Also, a calligraphy class be offered in future so that students will be able to be familiar with Kanji characters and recognize the depth of Kanji culture and usages in the Japanese-language structure. (07/08/2014)</p>
<p>JAPN6_SLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Project - Students make presentations: (1) To create short Haiku-style poems and provide meaningful explanations for their works, or (2) to pick some famous haiku poems and analyze the hidden messages that appreciate nature and lives.</p> <p>Target for Success: After learning the concept and history of Haiku, students will have idea in Japanese mind to create and appreciate resonance effect of Japanese language reflecting nature and lives.</p> <p>Comments/Notes: Amongst 19 students that chose haiku poem creation/analysis, almost all students paid attention to seasonal terms that represents nature. Five students created original haiku</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>Amongst 19 students that chose haiku poem creation/analysis, almost all students paid attention to seasonal terms that represents nature and the rule of number of syllables: 5-7-5. Five students created original haiku poems, and 14 students made detailed analysis of conveyed messages, haiku authors, and historical backgrounds. (07/08/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): It is found that all haiku poems created by students followed the 5-7-5 syllabic rules and stated the seasonal terms. Students who analyzed the existing haiku poems clearly explained the nature, lives, and historical background of the poems. As for the resonance effect of Japanese language, students added the relation of onomatopoeic expressions to bridge the gap between Japanese language and English.</p>	<p>Enhancement: This highest level of Japanese course started with 37 students and ended with 33 students. This is a large number, and it was crowded as a language classroom. Due to a large number of the students, everything took longer than the instructor expected; eventually, the instructor had to ask students to make presentation shorter. The ideal number of the intermediate classroom should be less than 25. (07/08/2014)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

poems, and 14 students made detailed analysis of conveyed messages, haiku authors, and historical backgrounds.

Exam - Course Test/Quiz - As a part of multiple choice question focused on grammar, a famous Japanese author, Kawabata Yasunari, and his Nobel-prized work, "Snow Country," and a translator's name, Mishima Yukio, are shown in the exam. With the knowledge of two Japanese men, students are able to analyze the relationship between the two and choose accurate word choices.

Target for Success: Almost all students are familiar with Kawabata and Mishima as those authors were introduced during the class meetings. Seventy percent of students are able to choose the appropriate conjugation for suppositional auxiliary verb to identify the relationship between the two--one as an original author, another as a translator.

Program Review Reporting Year: 2013-2014

Target : Target Met

Amongst 33 students, 24 students made zero errors; six students made one error; and three students made two errors out of two. Overall, 72 percent of the students made perfect answers. (07/20/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): These questions involve both information of two Japanese authors and knowledge of grammar conjugations. The instructor interpreted that the students knew about these authors and tried to answer with right conjugations.

Enhancement: "Snow Country" by Kawabata received Nobel Prize in literature. The instructor used the famous first paragraph as an example of one of the "IF" clause. As the class time is limited, there was no time to watch the movie of this famous novel. If the instructor find the online movie in future, the link would be introduced to the students. (07/20/2014)

Assessment: Course/Service Four Column



Dept - (IIS) Korean

KORE 1:Elementary Korean (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KORE1_SLO_1 - Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - After each lesson is taught, students have a vocabulary quiz which evaluates students understanding and memorizing new words and essential grammar points with basic /simple information.</p> <p>Target for Success: Usually 70 percent of students get C or better grade on these quizzes.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>70 % of students received C or better grade on this quiz. (10/27/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): It was a hard vocabulary list but overall students did well.</p>	<p>Enhancement: I noticed that some students have difficulties in pronouncing new words in the quiz. From the next quiz, I will send my voice recording of new word list as well so students can prepare a quiz by practicing both reading/writing and listening/speaking. (11/04/2016)</p>
<p>KORE1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - After each lesson is taught, students have a written test which covers essential grammar points with basic/ simple information. Also, students are required to bring their own sentences utilizing the grammar points from each lesson.</p> <p>Target for Success: Usually 70 percent of students get B or above on these written tests.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Around 75 students got B or better on these written tests. (06/07/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Overall students show better performances in their tests than the previous quarters.</p>	<p>Enhancement: Students tend to repeat the same errors in the tests as them in the quizzes. So correcting and rewriting their quiz errors can be a good assignment for students to avoid the same errors in the tests later. (06/07/2017)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KORE1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - At the end of each lesson, students are required to bring their own sentences utilizing the grammar points from each lesson, and give an oral presentation to class. Target for Success: Usually, 80 percent of students get B or above on their oral presentation.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Around 80 percents of students received B or better on their oral presentation. (06/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students indicated their efforts to memorize their oral drafts and add visual aids to their presentations. However, a few students whose drafts were not proofread did poor oral presentations.</p>	<p>Enhancement: Although most students successfully completed their oral presentations, in order for more students to do better presentations with their scripts of accurate grammars, I will proofread their presentation drafts even earlier and let them have enough time to correct/practice their scripts. (06/07/2017)</p>
<p>KORE1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Presentation/Performance - Students discuss about the cultural aspects presented in our textbook comparing them with other cultures, and students present any cultural aspects of their choices for class sharing and discussions. Target for Success: About 80 percents of students receive B or above in these assignments.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Over 85 percents of students received B or better in these assignments. (06/07/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Since most students are very interested in Korean culture due to the Korean Wave, they want to learn more than the basic/simple topics besides the topics in the textbook.</p>	<p>Enhancement: Although students language skills are very limited for presenting and discussing cultural aspects, I will provide them with sample Korean expressions so they can include them in their oral presentation and discussions. (06/07/2017)</p>

KORE 2:Elementary Korean (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KORE2_SLO_1 - Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as time, dates/days/schedules, daily activities, weekend plans, counting, weather, directions, saying good-bye, coming and going, giving and receiving, and like/dislikes.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - In the middle of each lesson, students have a vocabulary quiz which evaluates students understanding and memorizing new words and essential grammar points with basic /simple information relating to high-frequency situations in familiar contexts.</p> <p>Target for Success: Usually 70 percents of students receive C or above in these quizzes.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Around 80 percents of students receive B or better in these quizzes. (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Most students indicated their best efforts to understand and memorize the quiz questions previously given as study guides so students did better on these quizzes than I'd expected.</p>	<p>Enhancement: Like Korean 1, I noticed that many students have difficulties in pronouncing new words and sentences of quiz question study guides. I started to send students quiz word/sentence lists both in written and voice recording so students can practice reading/writing and listening/speaking. (06/08/2017)</p>
<p>KORE2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - After each lesson is taught, students have a written test which covers essential grammar points with basic/ simple information. Also, students are required to bring their own sentences utilizing the grammar points from each lesson.</p> <p>Target for Success: Around 80 percents of students get B or above in these tests.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>About 80 percents of students received B or better in these tests. (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Since students already took 2 quizzes before chapter tests, most of them did well on tests so the target for success was easily met.</p>	<p>Enhancement: Although, in general, students did well tests, some students repeated the same errors in tests as them in their previous quizzes. So I gave students assignments of correcting and rewriting their quiz errors before taking tests. (06/08/2017)</p>
<p>KORE2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - At the end of each lesson, students are required to bring their own sentences utilizing the grammar points from each lesson, and give an oral presentation to class by memorizing the sentences</p> <p>Target for Success: About 80</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Over 80 percents of students received B or better in these assignments. (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In general, students showed their enthusiasm to do their best for these oral presentations. Almost every students memorized their oral presentation drafts and add visual aids such as</p>	<p>Enhancement: I will collect students oral presentation draft a little earlier to let every student have enough preparations to correct/practice their scripts before actual presentations. (06/08/2017)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	percents of students receive B or above in these assignments.	Power Points, pictures and photos. A couple students did poor in their presentations since their drafts had not get proofread.	
<p>KORE2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Students present any cultural aspects of their choices in some Korean and English for class sharing and discussions, and students discuss about the cultural aspects presented in the textbook comparing them with other cultures.</p> <p>Target for Success: About 85 percents of students receive B or above in these assignments.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Around 85 percents of students got B or better in these assignments (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Because many students have been already exposed to Korean cultural aspects through medias, they are very interested in cultural issues and want to learn more than the basic topics presented in the textbook.</p>	<p>Enhancement: I will reinforce that students need to use certain/proper amount of Korean in their cultural presentations/discussions although their language skills are limited. I will provide students with sample expressions required in presentations and discussions. (06/08/2017)</p>

KORE 3:Elementary Korean (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>KORE3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - In the middle of each lesson, students have 2 vocabulary quizzes which evaluates students understanding and memorizing new words and essential grammar points with a more complex/abstract range of information relating to high frequency situations in familiar contexts.</p> <p>Target for Success: Usually 75 percent of students get B+ or above in these quizzes.</p>	<p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>Around 80 percents of students get B+ or better in these quizzes. (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Generally, most students did well in these quizzes by practicing the words and sentences with the quiz questions previously given as study guides. Some students indicated their advanced skills by answering the extra credit questions.</p>	<p>Enhancement: As I did in Korean 1 and Korean 2, I started to send students quiz sentence lists both in written and voice recording so students could practice the quiz sentence lists not only by reading/writing but by listening/speaking. Many students still in Korean 3 have difficulties in pronouncing new words/sentences. (06/08/2017)</p>
<p>KORE3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - After each lesson is taught, students have a written test which covers essential vocabulary and grammar points from each target lesson. Also, students are required to present their own paragraph orally after instructor' proofreading their own sentences utilizing the grammar points from each lesson.</p> <p>Target for Success: Usually 75 percents of students receive B- or above in these tests.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Around 80 percents of students got B or better in these tests. (06/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Because students already had taken 2 quizzes before chapter tests, over 80 percents of students received B or better. Also, over 85 percents of students received B or better by memorizing their own draft which were proofread.</p>	<p>Enhancement: Although most students did so well in tests, a few students repeated the similar errors in their tests. I will reinforce assigning homework of correcting/rewriting their quiz errors before taking chapter tests. (06/08/2017)</p>
<p>KORE3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and</p>	<p>Students are required to keep a weekly journal. Also, each lesson is taught, students give an oral presentation to class by memorizing</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>Around 75 percents of students got B or better in journal writing assignments and over 85 percents of students got B</p>	<p>Enhancement: For the students who want to learn more than the materials presented by the textbooks, I will reinforce the</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>language structures. SLO Status: Active</p>	<p>their own paragraph after instructor proofreading their draft utilizing the grammar points from each lesson. Target for Success: About 80 percents of students receive B or above in these assignments</p>	<p>or better in the oral presentation assignments. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Some student indicated their advanced language level in journal assignments by writing many paragraphs with advanced vocabulary and sentences. Most students showed their efforts to memorizing fully their scripts. Still, a few students did poor oral presentations since their script were not proofread.</p>	<p>assignments of free journal writing. I will proofread all of students presentation drafts even earlier so they have enough preparation time to correct/practice their scripts. (06/08/2017)</p>
<p>KORE3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Demonstration - Students give an oral presentation in half Korean and English on a cultural aspect of their own choices for class sharing and discussions. In the middle of each lesson, students discuss about the cultural aspects presented in our textbook and materials comparing them with other cultures. Target for Success: Usually 80 percents of students receive B or above in these assignments.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Over 85 percents of students got B or better in these assignments. (06/08/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Since most students have been already exposed to Korean cultural aspects before taking class by medias, they indicates a lot of interests in cultural aspects and want to learn more than the simple/basic topics presented in the textbook.</p>	<p>Enhancement: Although students show a lot of enthusiasm in presenting/discussing the cultural aspects, they need to learn presenting them in Korean as well. I will provide students with sample Korean expressions required in presentations and discussions which are appropriate for the student level. (06/08/2017)</p>

Assessment: Course/Service Four Column



Dept - (IIS) Mandarin

MAND 1:Elementary Mandarin (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MAND1_SLO_1 - Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Pinyin (Pronunciation) Quiz</p> <p>Target for Success: The majority of the students correctly selected the dictated pinyin, while 9 students out of 41 still could not distinguish the pronunciation on some sounds such as "r", "z", "you", "zh" and "shi" sounds and on the differences between the second and the third tones. Majority of the student succeed.</p> <p>Comments/Notes: The instructor should add more pronunciation exercises activities in class and well as giving out the online assignments to practice pinyin.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>90% of students received A- or higher grade (01/24/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students had time to practice. Online self exercises helped a lot.</p>	<p>Enhancement: Online pinyin practices should be included in the assignments. (03/12/2017)</p>
<p>MAND1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p> <p>SLO Status: Active</p>	<p>Other - Students need to reply the instructor's letter in Chinese to talk about family members, what food they like the most and etc.</p> <p>Target for Success: The majority of</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>87% of the students passed the test (02/23/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students should have changes to practice more in class.</p>	<p>Enhancement: Students could write letters to each other. (03/12/2017)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>the students can derive meaning from short, simple texts and be able to respond the letter in detail. Several of the students made mistakes in grammar and typo in characters. They met the level of the success.</p>		
<p>MAND1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Standardized - Final Exam (under paragraph writing section): Describe a recent visit to your friend's house. Make sure that you mention whom did you go with, to whose house, what did you do (mention at least three activities), what did you drink (mention two different kinds of drinks) and when did you go back home.</p> <p>Target for Success: Half of the students wrote correctly and followed the guideline to write while 10 students made some minor mistakes on grammar and 12 students wrote in pinyin instead of writing the characters.</p> <p>Comments/Notes: The instructor should add more exercises on practicing character writing.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 88% of the students received A- or higher grade (12/08/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students need to review before exam.</p> <hr/> <p>Program Review Reporting Year: 2016-2017 Target : Target Met 89% of the students received A- or higher grade (03/24/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students need to review and have chances to practice more with their classmates.</p>	<p>Enhancement: Change the format of the exam and makes comparison to the previous exam results. (12/08/2016)</p> <hr/> <p>Enhancement: Change exam format later to make comparison to previous exam. (12/08/2016)</p>
<p>MAND1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Presentation/Performance - Students select different cultural topics regarding China and Chinese culture and make some comparisons to their own cultures in class as extra credit. Students can make presentations in English. Target for Success: All students demonstrate a cursory grasp of</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% of students met the target (03/02/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students enjoyed doing extra credits as presentation on cultural topics.</p>	<p>Enhancement: Field trip will help students learning more cultural aspects. (03/12/2017)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

social protocols and contributions of
Mandarin-speaking cultures, by
analyzing and comparing them to
one's own cultures.

MAND 2:Elementary Mandarin (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MAND2_SLO_1 - Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.</p> <p>SLO Status: Active</p>	<p>Exam - Standardized - Mid-Term Exam</p> <p>Target for Success: There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%).</p> <p>100% of all the students have passed the exam. One of the students took the exam later and got a D because he missed a lot of classes (due to sickness).</p> <p>Comments/Notes: More practice will be given both in the classroom setting and assignment. I will give more listening and speaking exercises for students to do. Oral reports will also be corrected immediately in the classroom. It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching. We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students).</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%). (03/06/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): More practice will be given both in the classroom setting and assignment.</p>	<p>Enhancement: . We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students). (03/16/2017)</p> <hr/> <p>Enhancement: It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching. We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students).</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

(03/06/2017)

Enhancement: CDs and DVDs will help students to practice more. (10/15/2015)

Program Review Reporting Year: 2016-2017

Target : Target Met

There were 30 students who got A, 9 students who got B and 1 student who got C. (03/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Student did well because instructors help students reviewing before having to take Mid-Term.

Program Review Reporting Year: 2016-2017

Target : Target Met

There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%). (12/08/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): More practice will be given both in the classroom setting and assignment. I will give more listening and speaking exercises for students to do. Oral reports will also be corrected immediately in the classroom.

It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching. We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students).

MAND2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

Exam - Standardized - Mid-Term Exam

Target for Success: There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4

Program Review Reporting Year: 2016-2017

Target : Target Met

There were 30 students who got A, 10 students who got B and 1 student who got C. (03/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Student did

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>SLO Status: Active</p>	<p>students who got C (15.4) and 1 student who got D (3.8%). 100% of all the students have passed the exam. One of the students took the exam later and got a D because he missed a lot of classes (due to sickness).</p> <p>Comments/Notes: More practice will be given both in the classroom setting and assignment. I will give more listening and speaking exercises for students to do. Oral reports will also be corrected immediately in the classroom. It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching. We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students).</p>	<p>well because instructors help students reviewing before having to take Mid-Term. One student added the class late and turned in homework late so he didn't do well on the mid-term.</p> <hr/> <p>Program Review Reporting Year: 2015-2016 Target : Target Met There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%). 100% of all the students have passed the exam. One of the students took the exam later and got a D because he missed a lot of classes (due to sickness). (10/15/2015) Reflection (CLICK ON ? FOR INSTRUCTIONS): Oral reports will also be corrected immediately in the classroom.</p> <hr/> <p>Program Review Reporting Year: 2012-2013 Target : Target Met There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%). (06/02/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): More practice will be given both in the classroom setting and assignment.</p>	<p>Enhancement: It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching. We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students). (06/02/2012)</p>
<p>MAND2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a</p>	<p>Exam - Standardized - Mid-Term Exam Target for Success: There were 10</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met There were 30 students who got A, 10 students who got B</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>greater working command of core vocabulary and language structures. SLO Status: Active</p>	<p>students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%). 100% of all the students have passed the exam. One of the students took the exam later and got a D because he missed a lot of classes (due to sickness). All of them understood and memorized new vocabulary and sentence patterns. They can read and write basic questions and answer them correctly. Their listening skills are improving. More than 80% of the students got B or better grade. All of them passed this exam. I am quite satisfied with the result. However, many students made mistakes in their tone marks. We should work on the pin-yin and pronunciation especially on the different tones.</p> <p>Comments/Notes: More practice will be given both in the classroom setting and assignment. I will give more listening and speaking exercises for students to do. Oral reports will also be corrected immediately in the classroom. It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching. We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will</p>	<p>and 1 student who got C. (03/02/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Student did well because instructors help students reviewing before having to take Mid-Term. One student who failed because he turned in homework late and added late to the class.</p> <hr/> <p>Program Review Reporting Year: 2012-2013 Target : Target Met There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%). (06/02/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): More practice will be given both in the classroom setting and assignment.</p> <hr/> <p>Program Review Reporting Year: 2012-2013 Target : Target Met There were 10 students who got A (38.5%), 11 students who got B (42.2%), 4 students who got C (15.4) and 1 student who got D (3.8%). (06/02/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching</p>	<p>Enhancement: It will be beneficial if De Anza could allocate a language lab for Mandarin language teaching. We could design and supervise the listening/speaking lab for students to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students). (06/02/2012)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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greatly improve the result of our teaching, especially the speaking and listening comprehension. Student will learn more efficiently with their assignments. Student learning outcome will definitely improve. Also, with student number increase, it will be great to have a teaching assistant to help with a large class (25-35 students).

MAND2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active

Presentation/Performance - Oral presentation with visual aids. Introduce a specific region of China, Hong Kong and Taiwan to talk about their geography, culture, people and be able to compare it to your own culture(s).
Target for Success: Students are required to give an oral presentation about 2 minutes to talk about the topic. Most of the students have prepared good visual aids (photos, pictures). 95 % of the students can demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
Comments/Notes: Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures.

Program Review Reporting Year: 2016-2017
Target : Target Met
 90% of students received A or higher score (03/09/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures.

Program Review Reporting Year: 2015-2016
Target : Target Met
 95 % of the students can demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s). (06/09/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures.

Enhancement: Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures. (06/09/2016)

Enhancement: Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures. (06/09/2016)

Enhancement: Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures. (06/09/2016)

Enhancement: Group discussion,

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assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures. (06/09/2016)

Program Review Reporting Year: 2015-2016

Target : Target Met

96% of the students received A or higher grade
(06/02/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): 95 % of the students can demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Enhancement: Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures. (06/02/2015)

MAND 3:Elementary Mandarin (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MAND3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor. SLO Status: Active Planned Assessment Quarters: 2013-14 4-Spring</p>	<p>Exam - Course Test/Quiz - Mid-Term Exam: Lesson 11 to Lesson 13 Target for Success: 85% receive B+ or higher Grade Comments/Notes: Students did well on mid-term. We reviewed all the contents before mid-term and students had a chance to practice with each other in class.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% receive B+ or higher Grade (10/27/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did well on mid-term. We reviewed all the contents before mid-term and students had a chance to practice with each other in class.</p> <hr/> <p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% receive B+ or higher Grade (10/20/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did well on mid-term. We reviewed all the contents before mid-term and students had a chance to practice with each other in class.</p>	
<p>MAND3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details. SLO Status: Active</p>	<p>Demonstration - Lesson 12 Food Order Target for Success: 85% of students can demonstrate well on the topic that we select. Comments/Notes: Students did well for the group presentation. We let them practiced for at least two weeks before the quiz.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% of students can demonstrate well on the topic that we select. (10/18/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did well for the group presentation. We let them practiced for at least two weeks before the quiz. However, students need more time to practice pronunciations.</p>	
<p>MAND3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Presentation/Performance - Lesson 14 Presentation Target for Success: 85% of the students received A Comments/Notes: Students enjoyed presentation. They have learned more from group project. Time was needed for them to practice more.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 85% of the students received A (11/17/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students enjoyed presentation. They have learned more from group project. Time was needed for them to practice more.</p> <hr/> <p>Program Review Reporting Year: 2015-2016 Target : Target Met 90% of the students received A (05/26/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): s Students</p>	

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Exam - Standardized - Final Exam_Lesson 11 to Lesson 15, Listening Comprehension, Reading Comprehension and Grammar Exercises and Translation
Target for Success: 85% received B+ or higher grade
Comments/Notes: Students did well on the exam. We reviewed in class before exam helping students to do well in exam.

enjoyed presentation. They have learned more from group project. Time was needed for them to practice more.
Program Review Reporting Year: 2016-2017
Target : Target Met
85% received A- or higher grade (06/21/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did well on the exam. We reviewed in class before exam helping students to do well in exam.

MAND3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active

Other - Extra Credit: Students will pick up any topic to present in class related to Chinese Culture and make comparison to their own cultures.
Target for Success: 90% of students did well.
Comments/Notes: Cultural comparison and is most interesting topic to students.

Program Review Reporting Year: 2016-2017
Target : Target Met
90% of students did well. (12/01/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Cultural comparison and is most interesting topic to students.

MAND 4:Intermediate Mandarin (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MAND4_SLO_1 - Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 600 Chinese characters) and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as dating, renting an apartment, sports, travel and at the airport.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - ?</p> <p>Three or four students as a group take turns to generate dialogues. Write down the lines you want to say first, then practice speaking with your partner(s).</p> <p>? You have to give your instructor your lines/dialogues in written skit when you make the presentation.</p> <p>? Each presentation should be 2.5 to 3 minutes long.</p> <p>? Bring items to present when you present the dialogue.</p> <p>? Grading criteria (50 points):</p> <ul style="list-style-type: none"> o Pronunciation 1-10% o Use Sentences Correctly 1-10% o Writing 1-10% o Group Performance and Creativity 1-10% o Visual Aids (you have to bring the items that you would like to mention) 1-10% <p>? You can either make a presentation in class or video record your presentation in advance and show it to the class. Chinese subtitle on video is preferred.</p> <p>? Topic to present as following:</p> <p>A:</p> <p>_____</p> <p>_____</p> <p>B:</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>92% of students should receive 40/50% score of the presentation (11/17/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): 92% of the students received 40/50% score of the presentation. Several students should work more on their pronunciations on certain pinyin.</p>	

Student Learning Outcomes (SLOs)

Assessment Methods

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Enhancements

C:

D:

Topic: A, B, C and D are classmates and meet in a sport event. They talk to each other and explain what sports are popular in their countries and in the Unites States. Describe their personal feelings toward those sports. Select at least three popular sports in their countries and in the United States. If you are from United States, then pick up another country you are familiar with to make comparisons. Give at least two opinions regarding each sport you select. Which sport among the sports you select you like the most? Which one you like the least? And why?

Target for Success: 85% of students should receive 40/50% score of the presentation

Comments/Notes: 92% of the students received 40/50% score of the presentation

MAND4_SLO_2 - Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main

Exam - Course Test/Quiz - Lesson 16 Quiz of vocabulary and translation.

Target for Success: 85% of the

Program Review Reporting Year: 2016-2017

Target : Target Met

90% of the students received 20/25% of the score (10/20/2016)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ideas and supporting details, and to interpret some subtleties of the text.
SLO Status: Active

students should receive 20/25% of the score
Comments/Notes: 90% of the students received 20/25% of the score

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did well on the quiz because students practiced more and instructor reviewed the content before the quiz.

MAND4_SLO_3 - Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
SLO Status: Active

Presentation/Performance - ?
Three or four students as a group take turns to generate dialogues. Write down the lines you want to say first, then practice speaking with your partner(s).
? You have to give your instructor your lines/dialogues in written skit when you make the presentation.
? Each presentation should be 2.5 to 3 minutes long.
? Bring items to present when you present the dialogue.
? Grading criteria (50 points):
o Pronunciation 1-10%
o Use Sentences Correctly 1-10%
o Writing 1-10%
o Group Performance and Creativity 1-10%
o Visual Aids (you have to bring the items that you would like to mention) 1-10%
? You can either make a presentation in class or video record your presentation in advance and show it to the class. Chinese subtitle on video is preferred.
? Topic to present as following:

A:

Program Review Reporting Year: 2016-2017
Target : Target Met
91% of the students received 40/50% of the score (11/22/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Students prepared this presentation for two weeks. Instructor revised their written skits before presentation.

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

B:

C:

D:

Topic: A, B, C and D are classmates and meet in a sport event. They talk to each other and explain what sports are popular in their countries and in the Unites States. Describe their personal feelings toward those sports. Select at least three popular sports in their countries and in the United States. If you are from United States, then pick up another country you are familiar with to make comparisons. Give at least two opinions regarding each sport you select. Which sport among the sports you select you like the most? Which one you like the least? And why?

Target for Success: 85% of the students should receive 40/50% of the score

Comments/Notes: 91% of the students received 40/50% of the score

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

MAND4_SLO_4 - Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Presentation/Performance - ?

Three or four students as a group take turns to generate dialogues. Write down the lines you want to say first, then practice speaking with your partner(s).

? You have to give your instructor your lines/dialogues in written skit when you make the presentation.

? Each presentation should be 2.5 to 3 minutes long.

? Bring items to present when you present the dialogue.

? Grading criteria (50 points):
o Pronunciation 1-10%
o Use Sentences Correctly 1-10%

o Writing 1-10%
o Group Performance and Creativity 1-10%

o Visual Aids (you have to bring the items that you would like to mention) 1-10%

? You can either make a presentation in class or video record your presentation in advance and show it to the class. Chinese subtitle on video is preferred.

? Topic to present as following:

A:

B:

Program Review Reporting Year: 2016-2017

Target : Target Met

All the students were able to demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s). (11/22/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): All the students were able to demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

C:

D:

Topic: A, B, C and D are classmates and meet in a sport event. They talk to each other and explain what sports are popular in their countries and in the Unites States. Describe their personal feelings toward those sports. Select at least three popular sports in their countries and in the United States. If you are from United States, then pick up another country you are familiar with to make comparisons. Give at least two opinions regarding each sport you select. Which sport among the sports you select you like the most? Which one you like the least? And why?

Target for Success: All the students should be able to demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Comments/Notes: All the students were able to demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

one's own culture(s).

MAND 5:Intermediate Mandarin (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MAND5_SLO_1 - Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study, apartment hunting, dating, television/the movies and going to the post office.</p> <p>SLO Status: Active</p>	<p>Demonstration - MAND 005 Lesson Two Group Presentation/Quiz 2 Presentation dates: Feb. 21 and Feb. 23 (Tues. and Thurs.), 2017</p> <p>A: _____ B: _____</p> <p>C: _____ D: _____</p> <p>E: _____ F: _____</p> <p>Direction:</p> <ol style="list-style-type: none"> Five or Six students (signed up by the instructor) as a group take turns to generate dialogues. Write down the lines you want to say first, then practice speaking with your partner(s) as many times as possible. You have to give your instructor your lines/dialogues in written skit when you make the presentation. Each presentation should be 2 to 2.5 minutes long. Show the objects/images (or draw simple pictures or do the Power point Slides) related to your topic and use it as a supplement when your group makes the presentation, such as a floor plan of the house, etc. You can either make a 	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>90% of students received B+ or above (02/21/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students enjoyed presentations and they worked together with their groups well and learned from everyone.</p>	

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

presentation in class or video record your presentation in advance and show it to the class. Chinese subtitle on video is preferred.

6. Grading criteria (25 points in total):

- a. Pronunciation (1%-5%)
- b. Use Sentences Correctly (1%-5%)
- c. Writing (1%-5%)
- d. Volume (1%-5%)
- e. Visual Aids and Group Performance and Creativity (1%-5%)

7. Present one of the following situations:

- a. A and B invite C and D to their house/apartment. A and B show C and D around. C and D, who ask questions about A and B's house/apartment and family, are getting as much information as possible about their family members, their ages, jobs, children, household

Target for Success: 90% of students received B+ or above

Comments/Notes: Students enjoyed presentations and they worked together with their groups well and learned from everyone.

MAND5_SLO_2 - Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.

SLO Status: Active

Project - Writings:

Choose two from the following 5 topics to write (double-spaced). You have to write at least 20 sentences on each topic.

Grading policy (for each topic): 50%

Program Review Reporting Year: 2016-2017

Target : Target Met

85% of the students received B+ or above (03/14/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The instructor helped students to revise their writings before they turned in so they knew they need to work on which part.

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

- Organization (comprehensibility) 12%
- Sentence structure 12%
- Word Usage 12%
- Character Correctness 14%

The topics are:

1. ?????????????,????????????????????
????????????,????????????
(?)????????????
(?)????????????,????????
2. ?????????,????????????????,????????
????????????????????????
3. ???????,????????,????????????????
????????????????
4. ?????????????,????????????
5. ?????????????????
(advisor),????????????????????
????????????

Target for Success: 85% of the students received B+ or above
Comments/Notes: The instructor helped students to revise their writings before they turned in so they knew they need to work on which part.

MAND5_SLO_3 - Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat	Demonstration - Five or Six students (signed up by the instructor) as a group take turns to generate	Program Review Reporting Year: 2016-2017 Target : Target Met 85% pf students will receive A - or higher score
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Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

sustained command of vocabulary and language structures.

SLO Status: Active

dialogues. Write down the lines you want to say first, then practice speaking with your partner(s) as many times as possible.

1. Present one of the following situations:

a. A and B invite C and D to their house/apartment. A and B show C and D around. C and D, who ask questions about A and B's house/apartment and family, are getting as much information as possible about their family members, their ages, jobs, children, household chores, living arrangements, the layout of the rooms, utilities, surroundings, etc.

b. A is a real state agent who would like to take B, C and D to see a specific house/apartment that B,C, and D would like to buy. B and C are a couple and C is their college son or daughter. A shows them the house and mentions the location, describes the layout of the rooms, comments on whether it is quiet for study and convenient for shopping, price, etc. B, C, and D take turns asking questions and each of them has preferences/likes/dislikes that they need to accommodate, etc.

C. A is an architect who is trying to draw a floor plan for a three-generation family. B is the grandfather (or grandmother). He or she is looking for a comfortable house with easy access to all the convenience of life. C and D are a young couple with a nine-year-old child. They want A to design a dream

(02/23/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were guided and practiced a lot so the result was positive.

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

house with a spacious living room, multiple bathrooms, and a fully-equipped kitchen. As a group, B, C and D

Target for Success: 85% pf students will receive A - or higher score

MAND5_SLO_4 - Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Demonstration - Choose two topics from the following five topics. One topic is for in-class presentation and the other topic is for take-home essay. You can submit your essay either in typed or hand written format (double-spaced) with at least 200 words.
The topics are:

Role

Audience

Format

Topic (+ Strong verb)

Topic #1

Soccer Coach

Soccer team members

Note

Clarify what kinds of foods should be eaten daily and those that should not be eaten in excess.

Program Review Reporting Year: 2016-2017

Target : Target Met

85% of students received B+ or above (03/02/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students worked individually to present their topics well.

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Enhancements

Topic #2

Tourist

Friend

E-mail/letter

Describe to your friend in California your dining experience when you travel abroad.

Topic #3

Vendor

Customers

Poster

Design a poster that lists the variety of fresh fruits, vegetables and meats sold in the store and the price for each item. Put a note underneath the poster indicating the benefits of the food and why. Explain it.

Topic #4

Journalist

Readers

Article

Critique the menu of a brand new restaurant. Justify your opinions of the foods that are served.

Topic #5

Ad Agency

Clients

Ads

Write ads for a vegetarian restaurant, a noodle shop or a gourmet restaurant. List words related to health and food. Ads should include an original name to the business and an address and telephone number. Also write down sentences to persuade the customers to visit.

Target for Success: 85% of students received B+ or above

Comments/Notes: Students worked individually to present their topics well.

MAND 6:Intermediate Mandarin (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>MAND6_SLO_1 - Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality, medical care, educational systems and environmental issues.</p> <p>SLO Status: Active</p>	<p>Demonstration - ? Three or four students assigned by the instructor working as a group take turns to generate a dialogue/a story or a music/song video.</p> <p>? Write down the content first so it's easier to generate the dialogue/song. You have to submit your presentation in written format (typed or hand-written, double-spaced) to the instructor.</p> <p>? Bring the items to help when you make the presentation.</p> <p>? Pre-record your presentation in a video (Chinese subtitle required) or present it in class.</p> <p>? Grading criteria (25 points):</p> <ul style="list-style-type: none"> o Pronunciation 1-5% o Use Sentences Correctly 1-5% o Written skit 1-5% o Group Performance and Creativity 1-5% o Visual Aids (you have to bring the items that you would like to mention) 1-5% <p>? The presentation should be one minute and 30 seconds to two minutes long. The group should select one out of the four topics in the following to present:</p> <p>1. Interpret/Perform a famous love story from any classic novels, folk stories from China or any other countries (you can replay a</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met</p> <p>90% of students received A or higher grade (04/21/2016)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students worked well with their group members. The instructor monitored and guided students all the times.</p>	

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segment of it; or several segments of it; or an entire story). *

2. Write a love drama skit and present it.

3. Create a love poem with music/song and present it.

4. Any topics that related to Lesson Six but it should be pre-approved by the instructor.

* Chinese classic love stories: Butterfly Lovers, Dream of the Red Chambers, The Legend of the White Snake, Cowherd Boy and Weaver Girl, etc.

Target for Success: 90% of students received A- or above grade

Comments/Notes: Students worked well with their group members.

MAND6_SLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
SLO Status: Active

Demonstration - ? Three or four students assigned by the instructor working as a group take turns to generate a dialogue/a story or a music/song video.

? Write down the content first so it's easier to generate the dialogue/song. You have to submit your presentation in written format (typed or hand-written, double-spaced) to the instructor.

? Bring the items to help when you make the presentation.

? Pre-record your presentation in a video (Chinese subtitle required) or present it in

Program Review Reporting Year: 2016-2017

Target : Target Met

90% of the students worked well with their group members and 90% of them received A and higher grade (04/21/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): 90% of the students worked well with their group members.

class.

? Grading criteria (25 points):

- o Pronunciation 1-5%
- o Use Sentences Correctly 1-5%
- o Written skit 1-5%
- o Group Performance and Creativity 1-5%
- o Visual Aids (you have to bring the items that you would like to mention) 1-5%

? The presentation should be one minute and 30 seconds to two minutes long. The group should select one out of the four topics in the following to present:

1. Interpret/Perform a famous love story from any classic novels, folk stories from China or any other countries (you can replay a segment of it; or several segments of it; or an entire story). *
2. Write a love drama skit and present it.
3. Create a love poem with music/song and present it.
4. Any topics that related to Lesson Six but it should be pre-approved by the instructor.

* Chinese classic love stories:
Butterfly Lovers, Dream of the Red Chambers, The Legend of the White Snake, Cowherd Boy and Weaver Girl, etc.

Target for Success: 90% of the students worked well with their group members and 90% of them received A- and above grade

MAND6_SLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
SLO Status: Active

Exam - Course Test/Quiz - Take-Home Essay: Choose one topic out of seven from the followings to write. Write at least 250 words (in typed format, double-spaced). The essay needs to have a good introduction and a main content followed by a good ending. You need to write the title of the topic on the top of your essay.

- The topics are:
- 1. ????????????
- 2. ????????????????????
- 3. ???
- 4. ????????
- 5. ????????,???????????????????????????
- 6. ????????????????????????
- 7. ????????????????????????

Target for Success: 90% of students received A- or above grade

Program Review Reporting Year: 2016-2017
Target : Target Met
90% of students received A or above grade (05/19/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): 90% of students received A or above grade. Instructor revised essays before students turned in.

MAND6_SLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking

Project - Individual Presentations: The topics are:

Program Review Reporting Year: 2016-2017
Target : Target Met
90% of students received A or above grade (06/09/2016)

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cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

1. If you have been to China, describe the city/province/region that impresses you the most, including its topography, climate, natural scenery, people/language spoken, population, transportation, historical sites, tourist spots, and the food. If you have never been to China, name the city/province/region that you would most like to visit, and explain why you have chosen that place. You also need to talk about its topography, climate, natural scenery, people/language spoken, population, transportation, historical sites, tourist spots, and the food.

2. Imagine you are a tour consultant in a travel agency specializing in trips to China or other countries. Your clients speak and read only Chinese. You have to plan and present your company's travel itinerary on a specific city/province/region in China or in a specific country or several countries, including travel dates, destinations, means of transportation, accommodation, fees, and briefly introduce its/those places' topography, climate, natural scenery, historical sites, tourist spots, and the food to your clients.

Target for Success: 90% of students received A- or above grade

Comments/Notes: Students enjoyed doing presentations!

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students enjoyed doing presentations.

Assessment: Course/Service Four Column



Dept - (IIS) Persian

PERS 1:Elementary Persian (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PERS1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate their command of vocabulary and language structure via their scores on written exams Target for Success: The majority of students will earn a grade of A on these exams</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Students showed strong competence, and mostly earned scores of A. Most students made effective use of flashcards. (03/07/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Even though most students did well, I continue to look for ways to engage students who struggle with languages</p>	
<p>PERS1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail. SLO Status: Active</p>	<p>Discussion - Students will demonstrate understanding of short texts during in-class discussion. (Active) Target for Success: 100% proficiency</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Demonstration - Students will write and share these sentences during class meetings Target for Success: 100% proficiency</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS1_SLO_4 - Demonstrate a cursory grasp of social protocols and</p>	<p>Discussion - Students will show their understanding of Persian-speaking</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met</p>	

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>cultures during in-class discussions Target for Success: 100% proficiency</p>	<p>Students showed 100% proficiency on this assessment. (12/11/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	

PERS 2:Elementary Persian (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PERS2_SLO_1 - Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate their command of vocabulary and language structure via their scores on written exams (Active)</p> <p>Target for Success: All students will pass relevant exams</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p> <p>SLO Status: Active</p>	<p>Discussion - Students will demonstrate understanding of short texts during in-class discussion.</p> <p>Target for Success: All students will demonstrate competence.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Demonstration - Students will write and share these sentences during class meetings</p> <p>Target for Success: 100% proficiency</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Discussion - Students will show their understanding of Persian-speaking cultures during in-class discussions</p> <p>Target for Success: 100% proficiency</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is</p>	

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

needed for this course.

PERS 3:Elementary Persian (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>PERS3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Students will demonstrate their command of vocabulary and language structure via their scores on written exams Target for Success: 100% passing rate</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details. SLO Status: Active</p>	<p>Discussion - Students will demonstrate understanding of short texts during in-class discussion. Target for Success: 100% proficiency</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Demonstration - Students will write and share these sentences during class meetings Target for Success: 100% proficiency</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	
<p>PERS3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Discussion - Students will show their understanding of Persian-speaking cultures during in-class discussions Target for Success: 100% proficiency</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met Students showed 100% proficiency on this assessment. (12/11/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the instructor, no further improvement is needed for this course.</p>	

Assessment: Course/Service Four Column



Dept - (IIS) Russian

RUSS 1:Elementary Russian (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>RUSS1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts. SLO Status: Active Outcome Creation Date: 06/12/2014</p>	<p>Directly related to Student Learning Outcome (SLO)</p>	<p>Program Review Reporting Year: 2014-2015 Target : Target Met Students were able not only to learn many new words and phrases, but also to use them in certain communicative situations. It would be good if students could add more descriptive words (adjectives or/and adverbs) to their statements. (11/12/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): More emphasis on formulating complete sentences and using verbs in agreement with the subjects. Increase number of descriptive words (adjectives or/and adverbs) for dialogs. Increase the number of descriptive words (adjectives or/and adverbs) in conversational activities.</p>	<p>Enhancement: This can be improved in in-class conversational activities. (11/12/2018)</p>
	<p>Exam - Course Test/Quiz - Vocabulary tests, oral test in the end of the quarter</p> <p>Vocabulary tests with blanks where students had to use contextually appropriate words or phrases. Tests consisted of short dialogs with missing questions, statements, compliments or other language elements related to the conversational topic of each chapter. The dialogs were based on every-day life situations such as getting</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met more than 80% of students should be able to take these test with passing grades (07/02/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students were able not only to learn many new words and phrases, but also to use them in certain communicative situations. It would be good if students could add more descriptive words (adjectives or/and adverbs) to their statements.</p>	<p>Enhancement: more activities for learning the core vocabulary, e.g. flash cards (including on-line cards on Study Blue platform); in-class activities for memorizing words (01/04/2019) Follow-Up: creating and using flash cards (physical or on-line) and in-class vocabulary activities contributed to the successful memorization and usage of the core vocabulary for the studied chapters (01/05/2019) Enhancement: More emphasis on</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>acquainted with other people, greeting them, asking simple questions, making some compliments about their work, field of studies, families etc.</p> <p>Target for Success: 80% of students should be able to take these test with high scores</p> <p>Comments/Notes: Students were able not only to learn many new words and phrases, but also to use them in certain communicative situations. It would be good if students could add more descriptive words (adjectives or/and adverbs) to their statements.</p> <p>Exit Interview - Oral exam at the end of the quarter to assess students' essential words inventory in the following language situations: answer questions about nationality of the students, languages they speak, whether they have families or not, describe things students possess etc.</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>Oral Exam questions related to the topics studied during the quarter had to be answered by at least one complete sentence. (01/05/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): 95% of students passed the tests successfully</p>	<p>descriptive words (adjectives or/and adverbs) while students make statements and expand their dialogs. This can be done by adding more in-class conversational activities. (07/02/2014)</p> <p>Follow-Up: in-class conversational activities (group and pair conversations) helped the learners memorize important words/phrases and helped them to react properly on certain life/linguistic situations (01/05/2019)</p>
<p>RUSS1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2013-14 4-Spring</p> <p>Outcome Creation Date: 05/29/2014</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <p>Other - In-class readings and post-reading activities with</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>In-class readings of short texts where students had to figure out the meaning of the new words based on the contextual clues and common sense. Two types of post reading activities were used: first, to answer whether the statements followed the text were true or false; secondly, to answer questions to elicit more details. (07/02/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Post-reading activities are the perfect tool to identify whether students understood what they have read. In general, students met my expectations.</p> <p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p>	<p>Enhancement: For those students, who did not met my expectations some reading-preparation activities/exercises would be very helpful. (07/02/2014)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>demonstrations</p> <p>In-class readings of short texts where students had to figure out the meaning of the new words based on the contextual clues and common sense. Two types of post reading activities were used: first, to answer whether the statements followed the text were true or false; secondly, to answer questions to elicit more details.</p> <p>Target for Success: 80% of students should complete these assignments with high scores</p> <p>Comments/Notes: Post-reading activities are the perfect tool to identify whether students understood what they have read. In general, students met my expectations.</p>	<p>1/4 of the class completed the assignments with passing grades (01/05/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Post-reading activities are the perfect tool to identify whether students understood what they have read. In general, students met my expectations.</p> <hr/> <p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>Majority of students are able to complete the assignments with high scores (01/04/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Post-reading activities are the perfect tool to identify whether students understood what they have read. In general, students met my expectations</p>	
<p>RUSS1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Other - Written short paragraphs (as an individual assignment) or as a part of comprehensive tests such as Midterm or Final Exam. Students had to write a short paragraph 7-10 (sentences) about themselves: what are their names, what is their nationality, what languages do they speak, where do they live now and who are their family members. None of the students failed on this assignment, s students were able to incorporate longer coordinated sentences with conjunctions "??", "?".</p> <p>Target for Success: 90% of students</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>majority (92%) of students completed the assignments with good results. (01/05/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students would benefit from more writing activities requiring to express their thoughts in complete sentences. Also, it would be very helpful if students first talk (in groups or pairs) about themselves and later on write a paragraph</p> <hr/> <p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>Short paragraphs on topics covered in the chapters (family, pets, vehicle, city description). Students had to use simple syntactic structures studied during the quarter. One of the written assignments was called "Tour Guide". Students had to use a city map and pretend to be a tour</p>	<p>Enhancement: The students would benefit from more writing activities requiring to express their thoughts in complete sentences. Also, it would be very helpful if students first talk (in groups or pairs) about themselves and later</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	will be able to complete this assignment with passing grade	<p>guide, who drives slowly along the main street towards the north. In their paragraphs they had to include all the buildings in the illustration, say where they are located (on the right, on the left, strait forward etc.) and descriptive adjectives to some items (big, small, tall, narrow, long, old, new etc)</p> <p>(07/02/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In some situation students did not know the words they supposed to use. Another problem was writing nice complete sentences, which requires more practice. In general, students did pretty well on this assignment</p>	<p>on write a paragraph. (01/05/2019)</p> <p>Follow-Up: 80% of students passed the assignment with high scores (01/05/2019)</p>
<p>RUSS1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - For oral presentations (in English) students could choose topics related to the conversational themes offered by the textbook. Couple of students reported on Russian Higher Professional education since we recently discussed the differences between Russian and US higher educational systems. Another student prepared a Power Point Presentation on Russian Aircraft Technology because in classroom sessions we mentioned the names of some famous airplane engineers such as Tupolev, Sukhoi, Ilyushin.</p> <p>Target for Success: 80% of students will learn new facts about the country and its culture.</p> <p>I am very happy that students were actively engaged in various projects on Russian culture followed by oral presentations made in Power Point format. That helped students to realize some big contributions of Russian to the world. Also, this was very helpful to their fellow students</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>Oral presentations (in English) where students could choose topics related to any aspect of Russian society (history, traditions, foods, holidays, sciences, arts etc.) to understand cultural differences between Russia and USA. Some participants talked about vacation opportunities in Russia and compared the ways Russians and Americans spend time off. (01/05/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): I am very happy that students were actively engaged in various projects on Russian culture followed by oral presentations made in Power Point format. That helped students to realize some big contributions of Russian to the world. Also, this was very helpful to their fellow students who have learned interesting facts about this country and its people.</p> <p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>Oral presentations (in English) where students could choose topics related to the conversational themes offered by the textbook. Couple of students reported on Russian Higher Professional education since we recently discussed the differences between Russian and US higher educational systems. Another student prepared a Power Point Presentation on Russian Aircraft Technology because in classroom sessions we mentioned the names of some famous airplane engineers such as Tupolev, Sukhoi, Ilyushin.</p>	<p>Enhancement: Students can improve their understanding of importance of learning other languages and cultures. It also helps them to realize better their personal goals in life, their purpose as potential contributors to their own society and culture. (07/02/2014)</p> <p>Follow-Up: Students improved</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>who have learned interesting facts about this country and its people.</p>	<p>(07/02/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): I am very happy that students were actively engaged in various projects on Russian culture followed by oral presentations made in Power Point. That helped students to realize some big contributions of Russian to the world. Also, this was very helpful to their fellow students who have learned interesting facts about this country and its people.</p>	<p>their understanding of importance of learning other languages and cultures. They also realize right now their personal goals in life, their purpose as potential contributors to their own society and culture (01/05/2019)</p>

RUSS 2:Elementary Russian (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>RUSS2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as describing family and friends, taking about school life, playing sports, music, expressing opinions, permissions and prohibitions, making polite inquiries. SLO Status: Active</p>	<p>Other - Playing a detective word-game to figure out who and in what room was at a certain time to commit a crime. Five groups of students participated in the game. The assessment and the method are satisfactory because students had to use verbs in the past tense and specify the following: 1). locations (different rooms on a house map) using Prepositional/Locative case, 2). tools which were used by suspects using Direct Object or Accusative case, 3). directions using Accusative case.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met I am satisfied with the results of this game, which would not be possible without understanding what is direct object and what is the difference between the location (Prepositional case) and destination (Accusative case). (01/05/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): majority of the students used correctly questions to identify the location (where at? in what place?-- Prepositional case) and the destination (where to? -- Accusative case). Each group discussed their versions among themselves and selected one speaker, who asked questions in front of the class.</p>	
		<p>Program Review Reporting Year: 2010-2011 Target : Target Met I was very satisfied with the results of this game-assignment (04/18/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Adding detailed time expressions to the game would make it more challenging.</p>	<p>Enhancement: The following phrases such as "at what time of the day or when exactly (hour, minutes) did it happen?" would enhance the word game. (04/18/2014)</p>
	<p>Exam - Course Test/Quiz - Course Test/Quiz Vocabulary test for each chapter. Students take vocabulary tests consisting of multiple assignments, e.g. fill in the blanks with proper words, translate words/phrases form English to Russian and vice versa, find opposites or synonyms for specified words. Target for Success: 80% of the students should be able to pass the test with high scores</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met majority of the students passed the exam with grade higher than C (01/05/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): More activities for learning the core vocabulary, e.g. flash cards (including the on-line cards on Study Blue platform); in-class activities for memorizing words.</p>	
	<p>Exit Interview - Oral Test questions related to the topics studied during the quarter had to be answered by at least one complete sentence with the proper word order.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met all students past the Oral Exam either with very good, good or satisfactory results (01/05/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): for students,</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Target for Success: 80% of the students should pass the exam with high scores</p>	<p>who struggled by providing correct sentences might be helpful to work in groups with their classmates, showing stronger results. Also, I would plan a mini preparation sessions for those, who needs more attention.</p>	
<p>RUSS2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail. SLO Status: Active</p>	<p>Other - Listening Comprehension Assignments Target for Success: 80-85 % of the students should succeed</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met When listening to the dialogues some students had difficulties to get genders in the past tense (unique feature of Slavic languages) , to understand the situations when double negative have to be used. (04/18/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Most of the students got it right, but I am looking for improvement</p>	<p>Enhancement: Emphasize the differences between Russian and English in regard of grammatical genders. More exercises on verbs with negative particle while using other negative words like "never", "nobody", "nothing", "nothing", etc. (so called double negatives) (04/18/2014)</p>
	<p>Exam - Course Test/Quiz - Exam - Standardized Reading Comprehension Section of the Chapter and Final Tests. Students had to decide for one of the 2-3 options (multiple choice) or to say whether the statements listed under the text were Right or Wrong Target for Success: 80-85% of the students should be able to complete the assignment with high and good grades</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met for some students it was hard to recognize idiomatic expressions/phrases studied previously, but for general understanding of the main idea it was not a big problem. For understanding some details though, students need to work more on the core vocabulary, common phrases and idiomatic expressions. (01/05/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): More activities for learning the core vocabulary, e.g. flash cards (including the on-line cards on Study Blue platform); in-class activities for memorizing words, phrases, expressions.</p>	
<p>RUSS2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Writing short paragraphs about students' dorms, apartments/houses.What kind of rooms and furniture are there? Students had to use Genitive to express what they possess and Prepositional case to say where their things are located. Target for Success: 70%-75% of students should be able to write comprehensive simple sentences on a topic studied in each chapter</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Student showed difficulties expressing possession since there is a different structure used for these purposes in Russian (functions of Subjects and Objects of possession are switched on a sentence level). In addition, students demonstrated inconsistency of using Prepositional case (to specify location) since it is not available in English. (04/18/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): More exercises on structures to show possession/ Genitive case structures with preposition "U"</p>	<p>Enhancement: the students would benefit from more writing activities requiring to express their thoughts in complete sentences. Also, it would be very helpful if students first talk (in groups or pairs) about themselves and later on write a paragraph. (01/05/2019) Enhancement: Question-Answer method to express location of something by using question :</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Comments/Notes: The students would benefit from more writing activities requiring to express their thoughts in complete sentences. Also, it would be very helpful if students first talk (in groups or pairs) about themselves and later on write a paragraph.</p>		<p>where at?" in comparison to "where to?". As an additional assignment would be appropriate to write 10-15 questions and statements about locations of some furniture pieces in the room or various rooms in a house/dorm. (04/18/2014)</p>
<p>RUSS2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Other - Oral Presentations with visual means. Target for Success: At least half of the students should learn new facts about Russian culture and find either similarities or differences</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met In their presentations, students tried to use the learned structures in Russian , majority of presenters used English to talk about cultural topics they have chosen. Three presentation (out of eight) were great in terms of clarity detailed analysis and abilities to speak in front of an audience. (04/18/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): I was surprised how many students wanted to do an oral presentation, but more than that I was absolutely delighted with their interest and involvements.</p>	<p>Enhancement: At this point and from the language fluency level, students are not able yet to handle the presentations on cultural topics using just simple Russian sentences. As a good method would be appropriate to ask heritage speakers to do their presentations exclusively in Russian, but using simple structures and help co-students to understand the content using visual means so that the rest of the class is able to follow. (04/18/2014)</p>

RUSS 3:Elementary Russian (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>RUSS3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2013-14 4-Spring</p> <p>Outcome Creation Date: 06/12/2014</p>	<p>Presentation/Performance - a detective/ investigation game</p> <p>Target for Success: 75% of students should restore the detective story with fair amount of time, 15-17 minutes.</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>Students had to play an investigation game acting as detectives whose assignment was to restore the original crime story. They had to ask the game-moderator various questions, whereas the moderator could only answer Yes or No. The moderator, a fluent heritage speaker, knew the solution beforehand as I have shown him the original crime story prior to the assessment. (07/01/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The play situation was the following: A man got on a train and sat down in a compartment, which was empty except for one lady. She took her gloves off. A few hours later the woman was found dead. The police arrested the man, held him for 24 hours and was then legally forced to let him go free.</p> <p>Students were given some keywords to start with their questions: garden, lover, 30 years, vanish, jail. We created small groups, so that each group can come up with series of good questions. Questions were asked in the row: group 1, group 2, group 3, group 4.</p> <p>Also, the students were asked to use the following grammar structures, learned over the academic year: 1). time expressions, 2). simple past tense, 3). perfective verb-aspect, 4). accusative case for destinations 5). prepositional case for locations, 6). genitive with numbers, with word “net/not available”, with prepositions “krome/except for”, “dlya/for”, “ot, c /from” etc.</p> <p>The game seemed to be challenging for the first 3-5 minutes, students had to go over the play situation one more time. The text was shown on the screen. After the first 4-5 questions the process of solving the mystery was closer and closer to the end. Overall, students spent 12 minutes to get to the most important details. Some students figured out the solution, however it was in English.</p>	

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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The last thing they had to do was to narrate the original crime story in Russian. Here they spent additional 10 minutes to conclude the solution. In the end, the original crime story/the solution was projected on the screen.

<p>RUSS3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details. SLO Status: Active Outcome Creation Date: 05/29/2014</p>	<p>Other - Reading and Listening Comprehension Method Target for Success: 80% of students</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met In the Reading Comprehension Assignment “Blog of Anna Stepanina”, students had to read the blog about higher education in Russian and USA and decide whether the statements following the text were true or false. False statements had to be corrected. In the Listening Comprehension Exercise “Philology Department of the Moscow State University”, students had to listen the description of five areas of specialization in the Philology Department and write down as many specialization areas (majors, minors) as they could. (07/01/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did pretty well on the reading assignments, but in the listening part they had some problems with details understanding. The reason for it was that there were some unknown words and the idiomatic phrases.</p>	<p>Enhancement: Listening comprehension exercises are always hard. In order to achieve the best results one has to do some preparation activities, such as finding synonyms and/or definitions for new vocabulary used in the texts/recordings. Unfortunately, this type of activities are not offered in the book. I as an instructor have to keep these things in mind and create additional exercises which will ease the detailed understanding of the recordings/texts. (07/01/2014)</p>
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<p>RUSS3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Other - Short Essay Target for Success: 75 % of students</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met To assess this SLO I asked my students to write a paragraph with a detailed description of their plans for the weekend. The topic was discussed over many sessions in the classroom, so the core vocabulary was very familiar. In terms of language structures, students had to use the following types of sentences: 1). complex structures for Future tense with auxiliary verb “byt’” + Infinitive, and 2). structures containing verbs in Perfective and Imperfective Aspects to respectively express completed and continuous actions in the future. (07/01/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): To use familiar words and phrases was not a problem, but how to apply the recently covered grammar and decide in what</p>	<p>Enhancement: Usage of Verb Aspects will improve with time when students continue to participate in every-day /every class conversational activities or while interacting with heritage speakers. Since in the Elementary courses we just introduce verb aspects, the in-depth coverage of this complex grammar topic should be done at a higher level of language classes , such as Intermediate or/and Advanced. (07/01/2014)</p>
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Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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situation to use Perfective and Imperfective forms of verbs was a little bit hard. The reason for it is clear: Imperfective and Perfective aspect is the most complex issue in the Russian verbs studies. Students have to not only memorize the forms of verbs, but most importantly to identify in what language situation to use one or the other form. To use aspect form fluently without any mistakes requires every day practice and certain intuitions, which eventually will happen if the students will continue to study the language further. This would be the tsk for the Intermediate level.

RUSS3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active

Presentation/Performance - Presentations on cultural topics
Target for Success: 75%

Program Review Reporting Year: 2013-2014
Target : Target Met
 Two of the presentations were done on famous Russian Cartoons series “Tcheburashka I Krokodil Gena” and “Nu, Pogodi!”, which became cultural icons of former Soviet Union. Students watched multiple episodes and listened to the most known songs from both series. The presenter discussed the characters, told the creation story and compared the “Nu, Pogodi!” cartoon to American “Tom and Jerry”.
 Another presentation was dedicated to the Siege of Leningrad during the WWII. The presenter used some documentary episodes and recordings of survivors telling their personal stories.
 Next presentation, a group work of two students, was on Vladivostok and its region. The students told their classmates not only the history of the city, but also the Naval History in Far East Part of Russia by showing pictures from the Navy Museum.
 (07/01/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Presentations on cultural topics such as arts, history, sports, technology, social life, etc. always enrich the language program. All projects were prepared by students with great enthusiasm. The learners loved to listen to the presentations of their classmates and in many occasions were even actively involved in a discussion by asking the presenters interesting questions.

Assessment: Course/Service Four Column



Dept - (IIS) Spanish

SPAN 1:Elementary Spanish (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to communicate basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, and leave taking; description of family members, daily activities and hobbies; expressions of (dis)likes and of future plans.</p> <p>SLO Status: Active</p>	<p>Interview - Students tell the story "A Typical Week in my Life" which they have previously written a composition for.</p> <p>Target for Success: 75% of the verbs are conjugated correctly by 75% of students.</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>19 students were interviewed in individual oral evaluation and 100% exceeded the 75% target of present tense verb conjugations (02/11/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Interviews went well since students told their story and I asked 3 questions to enhance 'conversation' About one third of students turned in card with a list of infinitives that they could refer to in interview. I had to take quick notes right after evaluation</p>	<p>Enhancement: Emphasize requirement to turn in card with infinitives before the day of the interview to make it easier to capture errors. Ensure there is enough time in prior class to practice conversations on telling story of a 'typical week in my life'. Arrange for reflection time with other colleagues. (02/11/2019)</p>
<p>SPAN1_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Translation of text as element of Final Exam. Primary grammatical structures were use of SER and ESTAR and accompanying adjectives</p> <p>Target for Success: Benchmark assessment. 75% of students correctly translate 75% of targeted grammatical structures</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>20 students did translation. 80% succeeded in translating 75% or higher of the targeted structures (02/11/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Text content was accessible. Wondered if adding other grammatical structures and extending text would be better, instead of separate sections.</p>	<p>Enhancement: May try a longer text integrating various grammatical structures, like POR y PARA, instead of separate shorter texts. Would require requiring extra homework and review in class instead of only as a suggested study method.</p> <p>Do reflection with at least one other person (02/11/2019)</p>
<p>SPAN1_SLO_3 - Compose comprehensible, simple phrases or</p>	<p>Other - Students write a composition "A Typical Week in my Life".</p>		

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>sentences about familiar topics to reflect a working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Target for Success: 75% of the verbs will be correctly by 75% of students. Exam - Course Test/Quiz - Writing a Composition/Story as an Exam (~180 words), on the topic "A Typical Week in my Life" focusing on use of verbs in the present tense Target for Success: Benchmark assessment. 75% of verbs in present tense are conjugated correctly by 75% of students.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met 89% of students (n=19) correctly conjugated 75% or more of the verbs in the present tense (02/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): It helped that a 'first draft' was required as homework and time was spent helping with some corrections and showing students how to do their own edits. Draft was also used as a basis for structured conversations. Need to cover combination of prepositions and infinitive verbs to avoid incorrect use of conjugations</p>	<p>Enhancement: Highlight and practice more the use of prepositions and infinitives. Do reflection with at least one more person (02/11/2019)</p>
<p>SPAN1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Survey - Pre/Post survey focused on ordering of names in another country other than the United States. Pre: Briefly explain how in mainstream US family names. Give one or two examples. (If you grew up in another Post: Briefly explain how in Spanish speaking countries family names are ordered. Give some examples. Target for Success: Post survey will show an improvement in how Spanish names are ordered in 75% of students.</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Not Met Pre-Survey results showed that only 10% of students (n=19) correctly described the way Full Names are ordered in Spanish Speaking Countries and Communities. Post-Survey results showed 63% correctly described the ordering of names. (02/11/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although target of 75% of students was not met, there was a 53% increase of correct descriptions from pre to post-survey results. The topic generated interest from students to learn about ordering of names and compare to American 'mainstream' way. Some students shared ways from other countries and added a wider cross-cultural dimension. The presentation and discussion following the pre-survey was a little rushed and limited in time as it was close to end of quarter.</p>	<p>Enhancement: Longer discussion is needed with a handout to facilitate studying and retaining new understanding. With more time more students who have experience from other countries can participate. Need to do reflection with at least one other person (02/11/2019)</p>

SPAN 2:Elementary Spanish (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to communicate an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Spanish, preparing for a class, school life, shopping and transportation.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2010-11 1-Summer</p>	<p>Exam - Course Test/Quiz - Listening passage read aloud to students as part of the final exam. Six multiple choice questions, addressing details of the passage. Students have a chance to read the questions and possible answers before the passage is read to them.</p> <p>Target for Success: None set - First cycle</p>	<p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Overall success rate for the entire class (N=17) for all six questions is 72.5%. Half of the six questions exhibit above average performance: 82%, 82%, 76%. Two of the six questions show below average performance: 71%, 65%. The remaining question produced a failing score (59%). (04/21/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Data collected from a small class of only 17 students may not be statistically relevant.</p> <p>Ranking of questions answered correctly: 82% (two questions), 76%, 71%, 65%, 59%. The one question with the lowest score stands out from the rest and should be reconsidered (different wording, too difficult for the level). On the other hand, 47% of the students answered either 5/6 or 6/6 questions correctly. 29% of the students answered 4/6 questions correctly, which corresponds to a below average score of 67%. 24% of the students were only able to answer 3/6 questions correctly, which corresponds to a failing score of 50%.</p> <p>The entire class answered at least 3/6 questions correctly, and almost half of the class performed within the A+ to B range.</p> <p>Related Documents:</p> <p>CRamos Examen Final SPAN 2 Spring 2011.doc</p>	<p>Enhancement: Reconsider the wording and/or the future inclusion of the question that had the lowest success rate. Add and/or replacing a couple of existing questions with items that test for gist or global understanding of the listening passage. All items on the test were detail oriented. (04/21/2013)</p>
	<p>Exam - Course Test/Quiz - Listening passage read out loud twice to the students during the final exam. Five multiple choice questions, addressing gist and/or details. Students have a chance to read the questions and answer options before listening to the passage.</p> <p>Target for Success: 75%-80%</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>Sample = 27 students. Question #1: only 2 students got it right. Question #2: 11 students got it right. Question #3: 23 students got it right. Question #4: 26 students got it right. Question #5: 19 students got it right. Given these results, the level of difficulty seems to be (from easiest to hardest); question #4, #3, #5, #2, #1. (01/21/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Question # 1 was a total failure (with only 7.4% success rate) in comparison to the other four. Question #2 had a low</p>	<p>Enhancement: Since only two students got question #1 right, rephrase question or put it at the end of the assessment (it requires students to come to a conclusion about the passage). Since 16/27 students got question #2 wrong, rephrase question by simplifying it or possibly eliminate it. (01/21/2019)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

success rate too (43%).
Leaving question #1 out of the analysis, the performance of the students meets the target since: (a) 2 students (7.4%) had a perfect score; (b) 18 students (66%) missed only one question, thus scoring 80% on the assessment.; (c) 8 students (30%) missed two questions, scoring 60% on the assessment; (d) only one student (4%) missed three of the questions, scoring 40% on the assessment.

Related Documents:

[CLizardiFolley_SPAN 2_F18_Listening Comprehension Passage and Questions_SLO#1 .doc](#)

SPAN2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

SLO Status: Active

Planned Assessment Quarters: 2010-11 1-Summer

Exam - Course Test/Quiz - Final exam contains a short reading passage (wedding & quinceanera announcements from a newspaper). Five multiple choice questions.

Target for Success: None set - first cycle.

Program Review Reporting Year: 2012-2013

Target : Target Met

The overall success rate for all five questions by the class (N=17) was 76%. Four of the five questions exhibit above average performance: 82% (two questions), 76% (two questions). The remaining question shows below average performance: 65%. (08/15/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Sample of students tested may be too small for statistical relevance (N=17).

More than half of the students (53%) answered all questions correctly. 18% of the students answered 4/5 questions correctly, which corresponds to a score of 80% per student. These two groups combined make up 71% of the students succeeding with a score of B- or above.

The remaining five students (30% of the class) had failing scores: 3/5 (N=1), 2/5 (N=2), 1/5 (N=1), 0/5 (N=1).

The question that ranks lowest in success rate stands out from the others at 65%, the second lowest being 76%. This question may need to be reconsidered for difficulty beyond the level.

Related Documents:

[SPAN 2 CRamos Examen Final spring 2011 READING SLO.pdf](#)

Exam - Course Test/Quiz - Reading passage on the final exam with eight questions (multiple choice and T/F), measuring reading comprehension (gist and/or details of the passage)

Program Review Reporting Year: 2018-2019

Target : Target Met

Sample = 27 students. Overall results on the eight questions: 63% of the students (17/27) passed with a C (75%) or higher. Of those 17 students, 5 had a perfect

Enhancement: Question with lowest success rate (65%) should be reconsidered; perhaps too difficult for the level, considering that the next lowest success rate is 76%. (04/21/2013)

Enhancement: Question #9 had a very low success rate (33%). I'd delete this question from the assessment, as it is definitely an outlier (the next lowest scoring

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>and ability to use context to make educated guesses about the meaning of words. Topic: Guatemalans in the U.S. Reading passage taken from Mosaicos textbook, p. 343. Questions drafted by instructor.</p> <p>Target for Success: 80-85%</p>	<p>score; 6 had B+ (88%) , and 6 had C (75%).</p> <p>Questions #6-7-8-9 measured reading comprehension of the passage (gist/details). Successful students per question: #6 (22/27); #7 (25/27); #8 (18/27); #9 (9/27).</p> <p>Questions #10-11-12-13 measured ability to make contextual guesses about the meaning of words. Successful students per question: #10 (16/17); #11 (27/27); #12 (20/27); #13 (21/27).</p> <p>Based on the above results, level of difficulty of the questions (from easiest to hardest) would be: #11, #7, #6, #13, #12, #8, #10, #9. (01/21/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In my estimation, the fact that 63% of the students passed with 75% or higher shows satisfactory performance. One of the questions (#9) had a high failure rate, with two thirds of the class missing it. If this question were eliminated from the analysis, an additional four students would pass the assessment with 75%.</p>	<p>questions were #10 with 59% success rate and #8 with 66%).</p> <p>Question #9 (T/F) asked students to interpret a statistic given in the reading and to judge whether the majority of Guatemalans living in the U.S. reside in Los Angeles. Questions #7-8 asked similar interpretation of statistics, and students were overwhelmingly successful at #7 (92.5% correct) and not so much at #8 (66%) as seen above. The slow scores on these questions may not necessarily be a language deficiency, but rather a mathematical/interpretive issue. (01/21/2019)</p>
<p>SPAN2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Spontaneous mini-essay embedded into the final exam. Students write sentences about their favorite season of the year: why they like it, what they normally do during the season that is different from what they do the rest of the year, what they did last year during this season, what they're planning to do next year. using grammar structures and vocabulary covered throughout the quarter.</p> <p>Target for Success: None set - First cycle.</p>	<p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>Seventeen students wrote the mini-essay. 29.4% of them scored an "A"; 23.5% scored a "B"; 17.7% scored a "C"; 5.9% scored a "D+"; 23.5% failed. Overall, the majority of the students (70.6%) performed satisfactorily, getting a score of "C" or higher. (04/17/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Student performance was at its strongest in the area of vocabulary, since most of them showed sufficient command of the words that were necessary to address the topic. However, repetitive use of the same words was apparent throughout their essays. Student performance was weaker in the area of grammar, specifically in the usage of past tense (preterite vs. imperfect) and gender/number agreement between articles, nouns and adjectives.</p> <p>Related Documents:</p> <p>CRamos Examen Final SPAN 2 Spring 2011.doc</p>	<p>Enhancement: The instructions for the mini-essay should be more specific and state a minimum and a maximum number of sentences to write. In preparation for this mini-essay task on the final, students should be given more opportunities to complete writing assignments and more guidance in class as they work on them. They should also be given more opportunities to collaborate with each other. (04/17/2014)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Other - Essay in the past tense (in Spanish, minimum 10 sentences) submitted on Canvas on Week 10, using the two past tenses learned in the course. Choice of two topics: (1) any memorable anecdote from the past; (2) description of a personal/cultural/family/friends tradition from the past that is no longer in place and an account of why/how it stopped.</p> <p>Target for Success: 80%</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met Sample = 24 students.</p> <p>Students slightly favored the topic of the tradition from the past that is no longer in place: 13/24 students developed this prompt, obtaining an average score of 13 points (out of 15) or 88%. There were only two students in this group with a perfect score, and the lowest grade recorded was 11.75 points (out of 15) or 78%.</p> <p>The remaining students (11/24) developed the topic of a memorable anecdote, obtaining a higher average score of 14.25 (out of 15 points) or 95%. There were seven students with a perfect score in this group, and the lowest score recorded was almost the same as the one in the group above (11.5 points (out of 15) or 77%.)</p> <p>(01/22/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Three of the thirteen students who developed the tradition that no longer exists appear to have misunderstood the instructions, as their essays did not address why/how the tradition disappeared. This resulted in the lack of use of the preterite tense. One of those three students made the mistake of writing about a tradition that still exists.</p> <p>In general, both groups of students showed well above average, level-appropriate command of the distinct uses/functions of the preterite and imperfect past tenses in Spanish. The most common misuse of the tenses occurred when (1) the preterite was used with habitual actions, which always require the imperfect; (2) the imperfect was used for discrete/one-time actions, which always require the preterite.</p> <p>Other common mistakes were missing required accent marks and/or producing ill-formed verbs (spelling mistakes or confusing two similar verbs like "sentirse" and "sentarse."</p>	<p>Enhancement: Students in both groups obviously achieved at a very high level in their use of the two past tenses. The only enhancement that comes to mind would be to stress the importance of using both tenses to develop the prompt of the tradition that ceased to exist. Since the word "tradition" is so closely related to "habitual actions," and students were drilled on using the imperfect for such actions, perhaps extra reinforcement is needed in the wording of the prompt, to remind them that the preterite is always used to indicate change in habitual actions.</p> <p>(01/22/2019)</p>

Related Documents:

[CLizardiFolley_SPAN 2 F18_Narrative essay prompt_SLO #3docx](#)

SPAN2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active

Presentation/Performance - Oral presentation in Spanish, in front of the class. Students chose a Spanish speaking city according to their personal preference, and did some online research to report to the class why they had chosen the destination and all the information needed to prepare for traveling there. Students also reported on where they "went" on their virtual travel, what they did, what the weather, people, food and clothes were like, including both positive and negative observations, and cross-cultural comparison / analysis involving the student's native city/country and the Spanish speaking country chosen for the project.
Target for Success: None - First try

Program Review Reporting Year: 2013-2014
Target : Target Met
Of the 27 students enrolled in the class, 23 participated in the assessment (4 chose not to complete this class project.) 15% of the students performed at the "A" level; 22% at "B," 26% at "C," and 22% at "D." Grouping the first three groups together, we see that 63% of the students performed at "C" or higher levels, which indicates a very satisfactory achievement of the SLO in question. (04/21/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The quality of the research was high, and creativity was evident in how students supported their oral delivery with multimedia materials (video clips, props, overheads, photos.)
Observation for non-native speaking presenters: weaker area of performance involved the use of the past tense (preterite vs. imperfect) and grammatical agreement (sing/plural, feminine/masculine). At least 40% need to improve pronunciation.
Observation for native-speaking presenters: some overconfidence in language abilities and not enough depth in the research aspect.

Enhancement: Some ways to enhance this assessment in the future:
1. revise content of student's research prior to the presentation. This would alert the instructor of students whose research isn't strong enough.
2. engage the students in topic-specific, vocabulary building activities (prior to their presentations) that allow them to have exposure and some familiarity with a wider inventory of words. This would reduce their noticeable repetition of the same words in their oral delivery. (04/21/2014)

Other - Essay in Spanish (10 sentence minimum). Submitted on Canvas on November 2nd (Dia de los Muertos ~ Day of the Dead). Students chose one of three topics related to the Dia de los Muertos tradition in the Spanish-speaking world. Each cultural topic required taking what had been discussed in class to a personal level. Topic #1 ~ Compose a photo essay of a deceased loved one, dwelling on what you remember and miss the most about that person/pet. Topic

Program Review Reporting Year: 2018-2019
Target : Target Met
Sample = 24 students. 11/24 students chose writing a photo essay of a deceased loved one, and their average score was a 9 (out of 10) . Almost the same amount of students (10/24) chose to explain how they'd like to be remembered on a Dia de Muertos altar if someone were to craft one in their memory. Their average score was an 8.6 (out of 10). Only 3/24 students chose to image how they'd craft/decorate an altar in remembrance of their beloved dead. Their average score was a 9.4 (out of 10). (01/21/2019)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Interestingly, two of the three students who developed the least

Enhancement: One of the students wrote an essay that did not include a photo and that focused on a person still alive instead of a deceased loved one. Another student wrote about the altar he would craft in memory of his siblings, who are still alive. Perhaps neither of these student have loved ones that are now deceased? As a future enhancement for this assessment, it would help to give students time to brainstorm with peers who are

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>#2 ~ Imagine a Dia de Muertos altar in remembrance of one or more of your beloved dead, dwelling on how you'd craft/decorate the altar and the significance of the objects/colors that you'd choose for the decor.</p> <p>Topic #3 ~ If someone were to make a Dia de Muertos altar in your memory, how would you like to be remembered on that altar (e.g., choice of objects and their significance)?</p> <p>Target for Success: 85%</p>	<p>"popular" of the topics were heritage speakers of Spanish, who have most likely seen altars at home. The level of descriptive detail for an altar in memory of their loved ones was impressive and very much in alignment with the elements found in a traditional altar. The third student who developed this topic was of Vietnamese heritage and provided abundant detailed as well, but the people he chose to remember in his altar are not yet deceased. Heritage speakers were also represented in the two other (almost equally popular) topics, with three students choosing the photo essay option and four students addressing what an altar in remembrance of themselves might look like.</p> <p>It appears that each topic required a different level/degree of personal introspection and abstraction, and this may have played a role in the popularity accorded by students and in the students' performance itself. The photo essay was the most anchored in reality, since it triggered first-hand memories anchored in a photo image. Similarly, but to a slightly lesser extent, imagining an altar in remembrance of oneself was probably perceived as a very hands-on and maybe even easy task. Finally, the crafting of an altar in remembrance of others appears to have been the most challenging pick --maybe because of lack of familiarity with the elements of an altar-- but it was the highest scoring.</p>	<p>planning on choosing the same topic. This might serve as a screening stage to realize the implications of choosing each topic. (01/22/2019)</p>

SPAN 3:Elementary Spanish (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to communicate a more complex/abstract range of information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p> <p>Planned Assessment Quarters: 2010-11 2-Fall</p> <p>Outcome Creation Date: 09/14/2009</p>	<p>Other - 1. Audio recording in Spanish (part of final exam) with listening comprehension questions</p> <p>2. One-on-one interview with instructor (entirely in Spanish, without notes)</p> <p>Target for Success: None set - First cycle</p> <p>Related Documents: OralAssessment Rubric Spring 2017.docx</p>	<p>Program Review Reporting Year: 2012-2013</p> <p>Target : Target Met</p> <p>1. As part of the final exam, students (N=28) listened to an audio recording in Spanish(for which they had no script). They answered five listening comprehension questions (in Spanish) in multiple choice format. Students performed at an outstanding level (96%) for two of the questions. They performed at a high-B level (89%, 86%) in two other questions. An acceptable 79% was the lowest rating for the remaining question.</p> <p>2. As a final assessment of conversational skills, 5-10 minute individual interviews were conducted. Students had been given the list of possible questions in advance, but on the day of the interview, they didn't have access to notes or the list. Using a scale of 1-6 (1=weakest; 6=strongest), students were rated in five areas. They received an overall rating of 5.3 in comprehension of questions posed by instructor, 5.1 in pronunciation; 4.7 in overall ability to make oneself understood, and 4 in structure of responses. (05/07/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): 1. Students clearly succeeded in the audio recording listening exercise. The varying degrees of success attained at each question confirm that the set of questions covers of range of difficulty levels.</p> <p>2. Students clearly succeeded in the one-on-one interviews. Comprehension of the questions posed by instructor was the strongest area, with 76% of the students being in the A+ to A- range; 21% of students within the B+ to B- range;, and only 3.4% (one student) performing at C level. These results are consistent with the instructor's expectations, since students had been given the questions in written and audio format 1-2 weeks prior to the interviews. As for the area of grammar accuracy in responding to questions, 66% of the students performed at B- level or above, with 41% of the students within the A+ to A- range, 33% of the sample within the C range, and only 10% at C-/D+. As for the global picture of conversational skills measured under "Overall ability to make oneself understood," 62% of the students</p>	<p>Enhancement: We're satisfied with the logistics of the audio recording passage & questions, and with student performance in the exercise. We don't anticipate changing anything in this assessment tool.</p> <p>As for the one-on-one interview, the tallying process may be simplified by adjusting the rating scale as follows: instead of assigning a sliding decimal score for each grade (5.5 to 6 = A/A+), it may be better to just have a whole numerical value per grade level: 0=F; 1=D-; 2=D; 3=D+ and so on. Another enhancement to the interview tool: not wait until the end of the quarter to give students the list of questions. Instead, break down the list by chapter and distribute the questions at the end of each chapter, accompanied by the corresponding audio recording. This will facilitate more gradual development of listening and speaking skills as well as honing of structural accuracy. At the end of each chapter, students will also be given class time to practice the questions orally with a partner. (05/07/2013)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
	<p>Other - Learners complete a 10-minute oral assessment in pairs in front of their instructor. Each pair randomly selects a situation and has five minutes to prepare a conversation. They then discuss the situation for 5 minutes in Spanish. The situations are based on the following topics: health and diet, past trips, future personal and professional plans, and the role of the arts. In each of the situations learners must either give advice, express doubt, or express desires. A rubric is used to evaluate learners. The rubric takes into consideration the quality and appropriateness of the content; the appropriateness and variety of vocabulary used; the accuracy of grammar; and fluency and pronunciation.</p> <p>Target for Success: At this level of proficiency development it is desirable that all learners attempt to use the targeted language structures, even if success rates are not yet 100%. In terms of communication the goal is for comprehension of main ideas and most details, despite the language errors, given that learners have hopefully acquired strategies to compensate for their imperfect command of the language.</p>	<p>performed in the A+/A range, 79% within A+ to B-, and only 21% at the average level of C+/C. No student performed below average level.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met A total of 24 learners took the oral assessment. Of these, 6 received an A+; 6 received an A; 4 received an A-; 2 received a B+; and 6 received a B. Overall given these results I feel like the assessment goals were achieved. (06/28/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): The format of the oral assessment functioned successfully, learners were comfortable engaging with each other. They had also had sufficient practice time in class with the situations to understand what was expected of them. Not all of the situations successfully invited learners to use all of the language structures, this was a design issue that will need to be addressed.</p>	<p>Enhancement: I will modify the situations in order to further encourage the use of the target structures, specifically those related to the functions of giving advice and expressing opinions and emotions. (06/28/2017)</p>
<p>SPAN3_SLO_2 - Derive meaning from longer, simple texts on familiar topics,</p>	<p>Other - Reading comprehension passage of four, short paragraphs</p>	<p>Program Review Reporting Year: 2012-2013 Target : Target Met</p>	<p>Enhancement: Retest with students enrolled in a 12 week</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>relying on contextual clues to extract main ideas and supporting details. SLO Status: Active Planned Assessment Quarters: 2010-11 1-Summer</p>	<p>about Uruguay. Five multiple choice questions. Target for Success: None set - first cycle Related Documents: SPAN 3 SLO verano 2011.doc</p> <p>Exam - Course Test/Quiz - The final exam for this course includes a reading section in which learners read a text about the modern world and answer main idea and detail comprehension questions that require them to rely on previous linguistic knowledge and contextual clues. Target for Success: The goal is for all learners to successfully pass this section of the final exam.</p>	<p>The overall success rate for all five questions was 69% among the 28 students who completed the assessment: this is noticeably below average. Success rate per question: 93%, 82%, 71%, and 50% for the remaining two questions. While two questions were answered correctly by a very high percentage of students, half of the students failed at two other questions. (08/15/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): Data collected from a 6 week summer session class of 28 students who had very little opportunity to develop reading skills (course content was focused on grammar due to time constraints). For comparison purposes, it would be informative to test a group of students who have completed the course in 12 weeks. 50% of the students answered either 4/5 or 5/5 questions correctly, with 14% of the students succeeding in all five questions. 47% of the students failed the test by only answering 2/5 or 3/5 questions correctly. One student answered only 1/5 of the questions correctly. Since two of the questions had a success rate of 50%, it is necessary to reconsider them in terms of their wording and/or level of difficulty.</p> <p>Program Review Reporting Year: 2016-2017 Target : Target Met Of the 23 learners who took the final exam these are the grades: 100%=14 learners; 80% = 5 learners; 60% = 2 learners; and 40% = 2 learners. (06/29/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): Whereas almost all of the learners were able to correctly answer the question that required global comprehension and they were able to identify the tone of the text, a few had difficulties distinguishing nuanced details and they had difficulties using contextual cues to deduce something about the author of the text. The latter can be more challenging in a foreign language, the former is what surprised me. Of the possible answers 2 were correct, 1 was just more accurate and they did not detect this nuanced difference.</p>	<p>class to see if results are duplicated. May have to reword and/or replace the two questions with failing scores. (04/21/2013)</p> <p>Enhancement: I feel that there was not enough opportunity in class to work with reading strategies that would facilitate comprehension, such as how to use contextual cues. The textbook does an excellent job presenting these strategies and learners do practice with them on their online activities, however, we did not have an opportunity to discuss them together. Next quarter, I will make a more concerted effort to include this type of discussion in class related to the perceived effectiveness of reading strategies and their importance.</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Exam - Course Test/Quiz - The final exam for this course includes a listening section in which learners listen to two short texts about technology and the environment and answer main idea and detail comprehension questions that require them to rely on previous linguistic knowledge contextual clues.

Target for Success: The goal is for all learners to successfully pass this section of the final exam.

Program Review Reporting Year: 2016-2017

Target : Target Met

Of the 23 learners that took the final exam, these are the results: 100% = 11 learners; 90% = 7 learners; 80% = 3 learners; and 60% = 2 learners. (06/29/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The most frequently missed item was a question in which there were 2 correct answers, one was just more specific than the other. It seems that some learners had difficulties parsing nuanced details.

(06/29/2017)

Enhancement: In the same way that I feel like not enough class time was devoted to discussing reading strategies and their perceived usefulness not enough time was dedicated to listening comprehension. Again, the textbook does an excellent job presenting these strategies and learners practice with them when they complete their online activities, however, I feel that a whole class discussion would further support their importance. (06/29/2017)

SPAN3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

SLO Status: Active

Other - The last in the series of four (independent) essays turned in throughout the quarter. Each essay on a freely chosen topic, yet focused on vocab and grammar of corresponding textbook chapter.

Target for Success: None set - First cycle

Program Review Reporting Year: 2012-2013

Target : Target Met

The rubric for all four essays was very finely broken down to feature specific elements within the following areas: development of ideas (through formulation of a main idea and supporting details); structural organization of ideas (by plugging them into an introduction, expository discourse, and a conclusion); command of SPAN 3 grammar structures (focusing on accuracy and length of sentences); use of vocabulary (avoiding excessive repetition of the same words); use of punctuation and capitalization rules in Spanish.

Students did better in their overall command of vocabulary than in their command of grammar structures. The most common area of weakness in the use of vocabulary was the unnecessary repetition of the same words: while 36% had a wide enough repertoire of words to be in the A+/B+ range, most students clustered within the B/B- range (22.7%) and the C+/C range (36%), with some trickling down to D+/D (4.5%). In terms of grammar, the weakest area was sustaining a level-appropriate sentence length: 43% of the students stayed within the A+/A- range, 14% in the B+/B-

Enhancement: Some of the rubric areas overlap with each other to the point that it seems almost artificial to justify them as separate criteria: e.g., command of target grammar vs. sentence length and accuracy; command of target vocab vs. avoiding repetition of the same words throughout the text; development of main ideas and supporting details vs. structural organization of essay (intro/ main idea / conclusion). It seems necessary to simplify the rubric by combining the areas with most overlap and creating more global criteria. This will allow more time-effective tallying of data and more revealing interpretation of student performance. (05/07/2013)

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range, 29% in the C+/C range and 14% didn't meet the target in this area (D+/D).
In terms of formulation and organization of ideas, no definite trends were observed, and this may be due to the fact that the rubric was too finely broken down to be level-appropriate. For instance, there were separate categories to assess the quality of conclusion vs. introduction vs. formulation of main ideas vs. formulation of supporting details, etc....
(05/07/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Having had the opportunity to write four essays during the quarter definitely helped students in building outstanding familiarity with the grammar and vocabulary. However, after reviewing the results, it became apparent that SPAN 3 students vary quite a bit in their ability to sustain use of longer sentences and to consistently avoid unnecessary lexical repetition. Perhaps these two skills should not be separate rubric items, but rather be considered as factors within the more encompassing categories of "grammar" "vocabulary." The same could be argued against having a separate rubric box for introduction vs. conclusion vs. development of main idea. Perhaps a more reasonable category for the level would be "formulation and organization (flow) of ideas".

Project - Learners engage in a quarter long project, completed in 4 stages, that involves reading online newspapers in Spanish. After learning about the newspapers in different Spanish-speaking countries and exploring their online format learners select one country and one current event from the headlines. Working individually and in groups, they each read at least two articles about the topic, they write summaries and they write opinion statements in response to the topic. This research process culminates in a

Program Review Reporting Year: 2016-2017
Target : Target Met
The topics that learners selected included: the detention of 9 Bolivians in Chilean territory; volcanic eruptions in Central America; the political situation in Venezuela; the importance of Real Madrid, a soccer team, in Spain; the debate over abortion laws in Mexico; and depression in Mexico. A total of 24 learners completed the project: 1 received an A+, 7 received an A, 3 received an A-, 2 received a B+, 9 received a B, 1 received a B-, and 1 received a C+. I also distributed a survey to learners on the last day of the course. The survey contained 10 likert items related to their perceptions of the project. Participation was not mandatory and responses were anonymous. Of the 14 (out of 24) responses I received it is worth noting that 5 strongly

Enhancement: In the future, I will provide a sample of an Opinion article in order to analyze its organization and content as I fear that some learners were not sufficiently familiar with the genre and its conventions. Whereas this was not central to the learning goal I do feel that it may have influenced their language choices and limited their language development. (06/29/2017)

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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final project in which each learner writes an Opinion article that summarizes the current event and the main participants and expresses their opinions and/or recommendations for the future. A rubric is used to evaluate the project. The rubric takes into consideration the information, organization, grammar, vocabulary, and writing conventions (including accents).

Target for Success: Learners elaborate both main ideas and significant details related to their topic while completing the task, they successfully use the language structures learned in class (with an emphasis on using the subjunctive to express opinions), they structure their ideas logically and cohesively, they employ appropriate vocabulary to talk about the topic, and they use accents correctly.

agreed with the item “The completion of the Noticias project helped me to express my ideas better in writing,” 8 agreed and 1 was neutral. To the following statement “The completion of the Noticias project helped me to express more complex ideas in writing” 6 stated that they strongly agreed, 6 agreed, and 1 disagreed. Finally, to the item “The completion of the Noticias project helped me to express opinions in Spanish” 11 stated that they strongly agreed and 3 agreed. (06/29/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Learners demonstrated a complex understanding of the event they selected, including background and contextual information. They mostly successfully presented an opinion, although they did not always successfully defend the opinion with elaborate arguments. In terms of language development learners demonstrated evidence of having acquired a complex vocabulary to talk about their topics and they mostly successfully employed the subjunctive and if-clauses to express their arguments. Overall, I am positively impressed with the learners’ development of their writing skills and the survey results support my own observation as well as the final grades.

SPAN3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Survey - Survey conducted in English, with eight open-ended questions to elicit student analytical commentary on the mandatory voting policy enforced in Paraguay, one of the countries covered in the course. Some questions ask students to pretend that they are Paraguayan citizens of voting age and to voice their opinion on the system of fines imposed by the government as penalty for not voting. Other questions seek to elicit a comparison of the pros and cons of the Paraguayan and the U.S.

Program Review Reporting Year: 2012-2013

Target : Target Met

Items 2 & 6 of the survey: An overwhelming majority of the 34 responders presented a balanced list of the pros and cons of the Paraguayan voting system, thus showing the ability to objectively analyze and to go beyond the tendency to only value/validate what is familiar or part of one's own experience. The list of cons was much longer than the list of pros, but the pros were very thoughtfully articulated. Even in the list of cons students were objective and highly analytical, and refrained from just condemning a voting system that is different from theirs. Only a very small percentage of students was unable to list any merits in a mandatory voting system enforced by fines.

Item 6 of the survey: An overwhelming majority of the

Enhancement: Reviewing the results of this survey was extremely time consuming and it was also hard to consolidate the findings into a report. Need to find better ways to design the format, although this may limit the authenticity with which students are able to express themselves. (04/21/2013)

Student Learning Outcomes (SLOs)

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voting systems. Other questions ask students to think creatively of ways in which a government may encourage citizens to vote (e.g., incentives).

Target for Success: None set - first cycle

Project - Learners engaged in a quarter long project, completed in 4 stages, that involves reading online newspapers in Spanish. After learning about the newspapers in different Spanish-speaking countries and exploring their online format learners selected one country and one current event from the headlines. Working individually and in groups they each read at least two articles about the topic, they wrote summaries and they wrote opinion statements in response to the topic. This research process culminated in a final project that had two parts: 1) in their groups they presented a news report on the current event and 2) each learner individually writes an Opinion article that summarizes the current event and

responses portray a balanced analysis of the advantages and disadvantages of the voting system used in the U.S. This shows a willingness and ability to introspect into one's own cultural system. This set of responses dovetails nicely with those for item 2: in both cases, students demonstrate the ability to pick up the flaws of their own system and to understand the contributions of other systems. (08/15/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students did an amazing job at articulating their answers. They showed the ability to objectively analyze the pros and cons of a mandatory voting system that is so different from their own experience in the U.S. They went beyond the tendency to only value/validate what is familiar or part of their own experience. They achieved this also by introspecting effectively on their own experience (the U.S. voting system) and by articulating its flaws as well as its strengths.

Related Documents:

[SPAN 3 SLO verano 2011.doc](#)

Program Review Reporting Year: 2016-2017

Target : Target Met

A total of 24 learners completed the project. Each piece of the project (i.e. the presentation and the paper) was graded independently and a final average was calculated. One received an A+, 20 received an A, and 2 received an A-. I also distributed a survey to learners on the last day of the course. The survey contained 10 likert items related to their perceptions of the project. Participation was not mandatory and responses were anonymous. Of the 14 (out of 24) responses I received it is worth noting that 10 strongly agreed with the item "The completion of the Noticias project helped me to understand another cultural perspective" and 4 agreed. On a related item, "the completion of the Noticias project helped me to understand different perspectives on the current event I chose" 9 stated that they strongly agreed, 4 agreed, and 1 disagreed. The survey contained 3 open-ended questions. In response to the question "What did you like most about this project?" several responses specifically address the question of understanding different perspectives: "What I

Enhancement: I did provide learners with the opportunity at each stage of the project to work in their groups during class time and I did supervise this work. However, in the future, I will work with the groups more actively throughout the quarter as they select their current event so that I can better facilitate their selection of the topic and the process of narrowing it down in order to sufficiently contextualize it culturally and socially. (06/29/2017)

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the main participants and expresses their opinions and/or recommendations for the future.

The overall goal of this project, in addition to developing their writing skills, is for learners to understand a current event from the perspective of the focal country while examining their own understandings of and opinions about the event.

Target for Success: All learners participate actively in the project and share what they learn while engaging in discussions with others about their topics. In addition, it is my hope that learners begin to feel comfortable reading authentic texts such as those found in newspapers from the target cultures, are able to comprehend them, and are able to analyze them from a cultural perspective.

like most is to understand others' perspective toward one thing. If we don't read this information and search for them we only have our own ideas"; "It gave me a means to look through a window into a world that I barely knew anything about"; "I enjoyed sharing their studies so I could learn things about many Hispanic cultures"; "I enjoyed researching a foreign country and learning about their issues." (06/29/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Overall, I feel like learners were able to comprehend a current event and consider other perspectives, and, this observation is consistent with learners' own perceptions, as evidenced in the survey results. In the case of 2 of the current events that were chosen, such as depression in Mexico, the events were too broad for learners to sufficiently contextualize so the discussions and ideas remained at a more generic level as opposed to understanding the topic from a specific cultural perspective. This was not the case with all of the topics, in the other cases I do feel that learners were able to successfully understand the event and to consider the local perspectives on it and its relevance. This observation was also reflected in one learner's comment on the survey: "Suggest that students narrow their topics to a specific news story – too many of the projects focused on big picture themes and I just got lost."

SPAN 4:Intermediate Spanish (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN4_SLO_1 - Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to communicate an expanding range of somewhat sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts and songs; magazines, newspapers, and websites; narration of personal experience; expression of regret about contrary-to-fact situations.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Listening comprehension passage with five True/False questions, administered during final exam. The audio-recorded passage recreates a conversation between a customer at a clothing store and the sales clerk.</p> <p>Target for Success: None - First Try</p> <p>Related Documents: SPAN 4 SLO 1 (listening passage 2009-2010).pdf</p>	<p>Program Review Reporting Year: 2018-2019</p> <p>Target : Target Met</p> <p>Learners complete a 10-minute oral assessment in pairs in front of their instructor. Each pair randomly selects one of four situations and has five minutes to prepare a conversation. They then discuss the situation for 5 minutes in Spanish. The situations are based on the following topics: 1) report on a current news event including a summary, opinions, and current and future consequences; 2) discuss a short story dealing with travel and cultural differences including summary, personal reactions, and plans for a future hypothetical trip; 3) discuss a current movie or song, including a summary, reactions, and recommendations; 4) comment on the biggest social change for the coming years including its history, causes, and implications. In each of these situations, learners must summarize information and provide personal opinions and/or reactions. A rubric is used to evaluate learners. The rubric takes into consideration the quality and appropriateness of the content; the appropriateness and variety of vocabulary used; the accuracy of grammar; and fluency and pronunciation. (01/05/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): A total of 25 learners took the oral assessment. Of these, 4 received an A+; 12 received an A; 2 received an A-; 2 received a B+; and 5 received a B. Overall given these results I believe that the assessment goals were achieved.</p> <p>The format of the oral assessment functioned successfully: learners reported feeling comfortable engaging with each other. They had also had sufficient practice time in class with the situations to understand what was expected of them. The situations were designed to go beyond concrete reality as learners begin to engage with abstract topics while also elaborating significant additional details. In the case of at least one of the situations, learners were able to mostly avoid this abstraction, focusing more on personal experiences as opposed to summarizing the content of the</p>	<p>Enhancement: I will modify the situations in order to focus the attention more on the texts (short story, news event) by providing additional prompts in its formulation (e.g., who was the main character of the story and/or who were the main participants in the news event, etc.) (01/05/2019)</p>

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

texts (in this case, most notably the short story). In the case of another situation, involving a news event, the learners lacked sufficient background knowledge to successfully elaborate the details. This was a design issue that will need to be addressed.

Program Review Reporting Year: 2009-2010

Target : Target Met

A total of 46 students took this assessment on fall 2009 & winter 2010. The five questions were True/False. Students scored very highly, with one of the items getting no wrong answers, and with 96% and 91% of the students choosing the right answer in another two items. 87% and 85% of the students chose the right answer in another two items. Only one item had a significantly lower measure of achievement, namely, 63%. (04/20/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students can clearly follow a relatively long and fast-paced conversation between two native speakers. They were able to answer questions on both the gist and the details of the conversation.

Enhancement: The question that only 63% of the students got correctly needs to be revised/deleted. Interestingly, it is the shortest question of the five items and the wording is very straightforward. However, it does ask about a detail mentioned very briefly in the conversation, perhaps too briefly for students to notice it. (04/20/2014)

SPAN4_SLO_2 - Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.

SLO Status: Active

Exam - Course Test/Quiz - Reading comprehension passage on final exam. Seven multiple choice questions (in Spanish) that focused on inferring the meaning of words from the context, distinguishing cognates from non-cognates, extracting supporting details from main ideas, and interpreting some subtleties in the text.

Target for Success: None - First try.

Program Review Reporting Year: 2018-2019

Target : Target Met

READING: The final exam for this course includes a reading section in which learners read a slightly modified newspaper article from the Spanish newspaper El País about the death of the Chilean dictator Augusto Pinochet in 2006. In class, students had learned about Pinochet's dictatorship, including the political events leading up to it and its consequences in terms of human rights, but we had not studied this particular historical moment. I slightly modified the text both by shortening it and adding footnotes for regional vocabulary items that learners had not been previously exposed to and for which there was not enough context to successfully derive meaning. Learners answer main idea and detail comprehension questions that require them to understand factual information from the text and to also infer meaning. They also complete a language analysis section composed of 2 parts. For the first, learners use contextual cues in the text to guess the

Enhancement: **READING:** The class completed many in-class readings that required inference as well as interpretation of factual information from authentic texts. For example, we had read a newspaper article on the migrant caravan and had completed an analysis of the author's positionality through the use of impersonal verb structures. However, many of the readings that learners complete on MySpanishLab, the online learning platform that accompanies the textbook for the class, do not include questions of this type and are based on materials that are not always authentic, but rather,

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meaning of 2 vocabulary items. For the second, learners identify the forms of 4 verbs and explain their uses. For example, if the verb is in the imperfect subjunctive they must identify it as such and then explain that it is used because of the adverbial conjunction “antes de que.”

LISTENING: The final exam for this course includes a listening section in which learners listen to two short texts and answer detail comprehension questions. The first text is a news report on unemployment in Spain and the second is on the Guatemalan indigenous rights leader Rigoberta Menchú. (01/05/2019)

Reflection (CLICK ON ? FOR INSTRUCTIONS): READING: Of the 24 learners who took the final exam these are the grades: A+=6 learners; A =1 learner; A- = 4 learners; B = 2 learners; B- = 3 learners; C = 4 learners; D = 1 learner; F = 3 learners. Overall given these results I believe that the assessment goals were mostly achieved. Whereas most all of the learners were able to correctly answer the questions that required comprehension of factual details, a few had difficulties on the questions that required inference. In reviewing the text again I do believe that there were enough contextual clues to successfully infer the information, therefore, in these cases I do believe that the learners had not successfully achieved this learning outcome. For the learners that had difficulties with the language analysis there is a striking consistency in that the heritage language learners scored lower. Many of these learners had never formally studied Spanish in a classroom context and therefore much time was spent in class not only reviewing the grammar but reviewing the metalanguage to talk about grammar (parts of speech, verb forms, etc.). Overall, based on their classroom performance I feel that these learners did benefit from this review, however, on the exam they still demonstrated difficulties applying it successfully.

LISTENING: Of the 24 learners that took the final exam, these are the results: 100% = 15 learners; 92% = 6 learners; 83% = 3 learners. Overall given these results I believe that the assessment goals were achieved. The results for this section were particularly high. However, at the same time,

are written for language learners. Therefore, overall they had fewer opportunities to engage in this type of reading comprehension. In the future I will need to continue to compensate for this limitation of the textbook materials in order to include additional opportunities. I will also continue to work on reviewing the metalanguage to talk about grammar to provide all learners with the support to successfully analyze language use. However, based on this assessment I do believe that I will need to provide additional forms of support to heritage language learners.

LISTENING: In the future I will make a concerted effort to include additional questions that target inference as well as main idea comprehension that involves applying the information learned. (01/05/2019)

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upon review and reflection I realize that the questions were primarily factual and did not require inference. Therefore, there were limited opportunities for students to explore the subtleties of the texts and for me to evaluate their success at this level.

Program Review Reporting Year: 2009-2010

Target : Target Met

In the three questions that required an educated guess on the meaning of a word, students experienced varying degrees of success, ranging from 96.4% to 89.2% to 82%. In identifying a non-cognate from within a group of words, they fared well (89.3%). Students experienced quite a drop in performance in the two questions that required extracting details that stemmed from subtleties in expression and meaning: 75% and 68%. (04/15/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): It appears that the question with the lowest success rate (68%) may not be level-appropriate.

Enhancement: Ever since this assessment tool was last used (spring 2010), I've changed the format (from True/False to multiple choice) and the content of one of the questions that originally dealt with subtleties of interpretation of the text. The new task is examining supporting details throughout the reading passage to arrive at a conclusion about one of the main ideas. This conclusion is not explicitly stated in the reading passage, so in a sense, the question still focuses on a subtle interpretation of the text. (04/15/2014)

SPAN4_SLO_3 - Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.

SLO Status: Active

Exam - Course Test/Quiz - Reading comprehension passage on final exam. Seven multiple choice questions (in Spanish) that focused on inferring the meaning of words from the context, distinguishing cognates from non-cognates, extracting supporting details from main ideas, and interpreting some subtleties in the text.

Target for Success: None - First try.

Program Review Reporting Year: 2018-2019

Target : Target Met

Students read a short story titled "Regalo de adiós" by Enriqueta Antolín about a Spanish woman who travels to Guatemala for business and makes friends with 3 young indigenous women. After completing reading comprehension questions and engaging in a classroom discussion that highlighted the main theme of the story, that of travel and encounters with difference and stigmatization, learners wrote their own short story in Spanish for young adult readers about a real or fictitious trip of their own that occurred in the past (the parameters of the assignment stipulated that it was to be at least 1 page, typed, double-spaced). The topic of travel was selected as it is familiar so that they could draw on personal experience. The grading rubric takes into consideration the

Enhancement: In the future, I am not sure that I will limit the topic to a trip given that some learners creatively and successfully engaged with the idea of encountering difference through other framings. (01/05/2019)

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development of ideas; the appropriateness and variety of vocabulary used; the accuracy of grammar; and organization, including the use of cohesive devices. After submitting the first version I provided feedback in the form of symbols that identify error types (for example, if the verb is conjugated incorrectly I write the symbol V above the verb). All learners have the opportunity to revise their short story and resubmit it with the original for a higher grade and the chance to learn from their mistakes, although this is not required. (01/05/2019)

Reflection (CLICK ON ? FOR INSTRUCTIONS): A total of 23 learners completed the project: 11 received an A, 6 received an A-, 2 received a B+, 4 received a B. They wrote on a variety of real and imagined trips, from visiting Sea World to a young migrant crossing an international border to a trip to outer space. Of the 23 learners, a total of 8 submitted revisions showing marked improvement in grammatical accuracy and content development from the original versions. Overall given these results I believe that the assessment goals were achieved. Learners successfully demonstrated their ability to produce comprehensible, paragraph-length discourse, developing both a plot and providing details; to mostly accurately narrate in the past tense; and to engage in creative writing that in some cases went beyond just their immediate realities. Some of the learners, however, veered off course from the assigned topic of a trip and explored other ways of encountering difference and stigmatization, such as a hippopotamus that wants to learn to dance. Overall, I am positively impressed with the learners' development of their writing skills. In fact, in response to the excitement they expressed regarding their projects I am offering a community projects course in the Winter 2019 for learners that want to continue working on revisions collectively with the goal of trying to publish these stories.

Other - Mini-essay (1-2 paragraphs), the last one in a series of four written throughout the quarter. Rubric contains nine areas of assessment (e.g., development of

Program Review Reporting Year: 2010-2011
Target : Target Met
Between fall 2009 & winter 2010, the writing samples of 37 students were collected. These students had already written three essays throughout the quarter prior to turning

Enhancement: I will simplify the rubric by not having so many separate grading components that may overlap and be better joined into more global and level-

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	<p>ideas, structural organization, command of grammar, command of vocabulary, use of punctuation/capitalization rules.</p> <p>Target for Success: None - First cycle.</p>	<p>this one. Only 5% of the students received an overall non-passing grade in this assignment (D+/D/F). Students succeeded at writing an introduction that prepared the reader, with 73% of the sample achieving this at the A+/A/A- levels and 24% at the B+/B/B- levels. They also succeeded at developing and supporting their main idea, although to a lesser extent, with 65% in the A+/A/A- levels, 19% at the B+/B/B- levels, and 13.5% at the C+/C levels. They did very well in writing a conclusion for the essay, with 76% of the students in the A+/A/A- levels, 22% in the B+/B/B- levels, and only 3% at the C-/C levels. Globally, the item of "smoothly organized flow of ideas" proved to be more difficult to achieve, with only 38% in the A+/A/A- levels, 32% in the B+/B/B- levels, and 30% in the C+/C levels. Sentence length and construction had a distribution of 32% in the A+/A/A- levels, 17% in the B+/B/B- levels, 22% in the C+/C levels, and 8.3% in the D+/D levels. Command of the target (assigned) grammar structures was strong, with 74% in the A+/A/A- levels, 10% in the B+/B/B- levels, and 13% in the C+/C levels. While 79% of the students excelled in their use of the assigned expressions of transition (A+/A/A-), 18% of the students chose not to include any of the assigned expressions in their essay. (04/13/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): It was cumbersome to find patterns and arrive at conclusions based on the data gathered in the rubric because there seem to be too many separate components that overlapped with one another. I also noted that it is not easy to see patterns when one separates the rubric so finely in terms of the grading scale in the A range: e.g., having A+ separate from A and from A-. The same can be argued about the B range.</p>	<p>appropriate criteria. For example: instead of measuring sentence length and construction as a separate item, it can be merged with command of assigned grammar structures. Another example: instead of having "avoids repetition of words/ideas" and "command of transitional expressions" as separates items, merge them with "smoothly organized flow of ideas." (04/13/2014)</p>
<p>SPAN4_SLO_4 - Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one' own culture(s).</p>	<p>Demonstration - Engage the students in playing the board game "Loteria Mexicana" after exposing them to the rules and to the 52 words/images/cultural concepts depicted on the 10 possible playing</p>	<p>Program Review Reporting Year: 2018-2019 Target : Target Met The final project for this course focused on selecting one "aha moment" learners experienced during their studies of the Spanish language and Latinx cultures. I defined this moment thusly: "the moments in the classroom, at home,</p>	<p>Enhancement: At this point I do not have any further major enhancements to this project. One minor enhancement would be to spend class time with learners brainstorming these moments</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SLO Status: Active</p>	<p>sheets/cards. Target for Success: None- First try.</p>	<p>with classmates, at work, etc. where you said “ah ha!”, I understand and through that understanding you felt you were transformed or that your view of language or culture was transformed (this can include how this moment altered your understanding of your own language).” The project consists of 2 parts. The first is a written reflection in Spanish (1 page, typed, double-spaced) that includes a description of the moment; an identification of what was learned in this moment (which could include an emotional reaction); and the implications of the moment, what was learned. The second is a classroom poster presentation in Spanish in which what was learned is shared with classmates. Moments that the learners chose to write about were quite varied. Some examples include: how the subjunctive and the indicative reflect different ways of knowing the world; the vocabulary diversification in the Spanish-speaking world and the communication problems it can engender; similarities in verb paradigms between Spanish and Serbian; how the use of the verb <i>estar</i> to talk about death can be culturally explained; how the preterite vs. the imperfect encode different ways of relating to events in the past, etc. As is obvious from this list, some moments involved a macro perspective, such as the use of the preterite vs. the imperfect, and some a micro, for example the cultural reasoning behind the use of the verb <i>estar</i> to talk about death. (01/05/2019)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): A total of 25 learners completed both stages of the project. Each piece of the project (i.e. the presentation and the paper) was graded independently and a final average was calculated: 21 received an A, and 3 received an A-, and 1 received a B+. Overall given these results I believe that the assessment goals were achieved. Overall, I feel like this reflective exercise was very beneficial to learners, prompting them to consider even more deeply the connections between languages and cultures and in some cases inviting them to make comparisons with their own. As learners will not have the opportunity to continue their Spanish studies at De Anza beyond this level I also believe that this project provided them with a sense of their own accomplishments,</p>	<p>prior to initiating the writing stage. This would have provided an opportunity for me to guide the projects a bit more and provide additional insights. (01/05/2019)</p>

while, perhaps provoking questions that I hope they are able to continue exploring.

Program Review Reporting Year: 2010-2011

Target : Target Met

Over several class periods, students experienced first-hand the similarities and differences between the "Loteria Mexicana" game and its popular U.S. counterpart, the "Bingo" game. Students took turns playing different roles: 1. leading the game by reading the words to the class from the deck of cards, so that the class would mark the corresponding words/images on their playing sheets, and 2. being a player/participant by marking the words read out loud by the leader on a playing sheet. Students played with different playing sheets, so that they could experience all of the possible 52 images. (04/15/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students went beyond "the motions" of playing the game. They actively reflected on the Mexican cultural values represented by the images on the playing sheets (e.g., Death, Music, staple items of the Mexican diet). Students even had a chance to play a modern version of the "Loteria Mexicana" created by a female artist in the 1990's, and thus compare the traditional version to the new one, in terms of how the cultural values have evolved in Mexico (e.g., new images on the playing sheets feature "lucha libre," "telenovela," the Zapatista Revolutionary Movement in Chiapas.) Finally, the students engaged in a cross-cultural comparison by reflecting on the values behind some of the popular board games in the U.S. (e.g., capitalism as seen in "Monopoly," being crafty with words as seen in "Scrabble.")

Enhancement: Everything in this cultural unit worked really smoothly, and the students were engaged and challenged. The enhancement that was adopted later on was to ask native speakers of Spanish in the class to think of other images that could be included in a new version of the "Loteria Mexicana." Another enhancement involved a multi-level activity with students enrolled in SPAN 5-6 to share with their SPAN 4 classmates. The SPAN 5-6 students engaged in more sophisticated cross-cultural work by creating their own versions each of a "Mexican Loteria" and a "U.S. Loteria:" they identified "new" images (not used in the previous versions of the Mexican game) that would be strongly emblematic of each culture. The students actually created "loteria" playing sheets with images from the Internet to play with their SPAN 4 classmates. (04/15/2014)

SPAN 5:Intermediate Spanish (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN5_SLO_1 - Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously communicate a greater range of more sophisticated information such as points of view after exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Listening passage with 5 multiple choice comprehension questions, part of the final exam.</p> <p>Target for Success: None - First Try.</p>	<p>Program Review Reporting Year: 2010-2011</p> <p>Target : Target Met</p> <p>19 students completed this assessment. All students answered two of the five questions with 100% accuracy. 84% of the students answered another two of the items correctly. The remaining item had a surprisingly low failing rate: only 42% of the students answered it correctly. (04/22/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students clearly showed that they can follow the gist and capture quite a few details from a conversational exchange between two native speakers. With all students answering two items correctly and having a solid "B" average in another two, it is evident that they excelled in 80% of the questions. As for the item that produced failing results, it is discussed below.</p> <p>Related Documents:</p> <p>SPAN 5 Listening 2010.pdf</p>	<p>Enhancement: Clearly, one of the items had a failing rate that is not consistent with the students' excellent performance otherwise. Rereading the question, one realizes that it dwells on a detail that is presented very quickly in the listening passage and that may be beyond the ability of a SPAN 5 to grasp. This question can be simplified to eliminate this detail and to focus instead on another detail that is also included in the question. (04/22/2014)</p>
<p>SPAN5_SLO_2 - Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - One-page reading passage extracted from a book on Latinos in Hollywood, about Desi Arnaz' career. Administered on final exam, with five multiple choice questions. The questions required students to perform a variety of tasks: infer meaning and connotation of words from context; extract supporting details from main ideas; interpret content subtleties embedded in the grammar structures used in the passage.</p> <p>Target for Success: None - First Try</p> <p>Related Documents:</p> <p>SPAN 5 SLO 2 (reading) winter 2010.pdf</p>	<p>Program Review Reporting Year: 2009-2010</p> <p>Target : Target Met</p> <p>19 students completed this assessment. Three of the five items were answered with 95% accuracy. A lower success rate of 84% was observed in another item, and the lowest accuracy level was 79% for the remaining item. (04/20/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Students performed at an outstanding level in items with the following tasks: (1) making an educated guess for the meaning of word using context; (2) consolidating supporting details into a conclusion. The "B" range accuracy was observed in a more complex item that required looking at several supporting details and formulating a conclusion. The C+ accuracy was observed in a context-based question that required students to extract the connotation of a word.</p>	<p>Enhancement: I'm very satisfied with the results, since they show varying degrees of success within a very acceptable range. I don't plan for any change in the assessment tool. Perhaps I could provide a sample for this type of exercise in the study guide / review worksheet for the final exam, so that students have more practice with the reading tasks that they are expected to perform during the actual exam. (04/20/2014)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN5_SLO_3 - Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.</p> <p>SLO Status: Active</p>	<p>Other - Five essay questions of cross-cultural analysis written after the class completed a cultural unit on the celebration of the feast of the Epiphany (January 6) in various Spanish-speaking countries chosen by the students. Each student had researched how the feast is celebrated (SPAN 5 researched one country; SPAN 6 researched two countries) and had shared this orally with others in small groups and with the entire class. After all of this sharing, students proceeded to individually draft essay answers to five questions: (1) student summarizes the findings of his/her research, highlighting what struck him/her the most about those findings and formulating a couple of follow up questions of personal interest about the findings. (2) student compares his/her own research findings to those of a peer after having shared orally in class. (3) student describes how his/her family celebrates the Christmas holidays (up to Jan 6, if applicable) and what family-specific or culture-specific traditions are followed. (4) student explains if s/he has ever participated or witnessed an Epiphany celebration according to the traditions followed in the Spanish-speaking world. (5) student compares findings from his/her own research to the way his/her own family/culture celebrate Jan 6.</p> <p>Target for Success: None - First Try.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>The assessment was completed individually by thirteen SPAN 5 students in a combined SPAN 5-6 class. Students received a grade that took into consideration the following factors: completeness of their work (did they answer all questions?), content (depth and development), organization, and use of the language (grammar). Of the thirteen students, three performed at the A+ level, two at the A level, two at the A- level, two at the B level (one B, one B-), and three students didn't complete all the questions and thus received a grade of D. In terms of language use and organization of ideas, all students (even those who didn't answer all questions) wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses. Some of the typical areas of weakness for the level are found in their writing samples: e.g., spelling (for native speakers), gender/number agreement (for non-native speakers). (04/23/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The individual research and small group sharing / class discussion that preceded the drafting of the essay questions provided a very solid foundation for the students to acquire the vocabulary needed to express their ideas. In their written work, students showed that they had really listened to the findings of their peer's research. Students also wrote very detailed descriptions of their own Christmas holiday traditions. Many did a very fine job at cross-culturally comparing their own traditions to those of the countries they and their peers had researched.</p>	<p>Enhancement: I'm very pleased with the way the cultural unit led to the successful completion of this writing assignment. If I were to enhance the writing task itself, I would ask students to share a draft or an outline of their essays with their peers before submitting the assignment. Maybe this would have encouraged those students whose work was incomplete. (04/23/2014)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN5_SLO_4 - Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>SLO Status: Active</p>	<p>Other - Five essay questions of cross-cultural analysis written after the class completed a cultural unit on the celebration of the feast of the Epiphany (January 6) in various Spanish-speaking countries chosen by the students. Each student had researched how the feast is celebrated (SPAN 5 researched one country; SPAN 6 researched two countries) and had shared this orally with others in small groups and with the entire class. After all of this sharing, students proceeded to individually draft essay answers to five questions: (1) student summarizes the findings of his/her research, highlighting what struck him/her the most about those findings and formulating a couple of follow up questions of personal interest about the findings. (2) student compares his/her own research findings to those of a peer after having shared orally in class. (3) student describes how his/her family celebrates the Christmas holidays (up to Jan 6, if applicable) and what family-specific or culture-specific traditions are followed. (4) student explains if s/he has ever participated or witnessed an Epiphany celebration according to the traditions followed in the Spanish-speaking world. (5) student compares findings from his/her own research to the way his/her own family/culture celebrate Jan 6.</p> <p>Target for Success: None - First Try.</p>	<p>Program Review Reporting Year: 2010-2011</p> <p>Target : Target Met</p> <p>The assessment was completed individually by thirteen SPAN 5 students in a combined SPAN 5-6 class. Students received a grade that took into consideration the following factors: completeness of their work (did they answer all questions?), content (depth and development), organization, and use of the language (grammar). Of the thirteen students, three performed at the A+ level, two at the A level, two at the A- level, two at the B level (one B, one B-), and three students didn't complete all the questions and thus received a grade of D. In terms of language use and organization of ideas, all students (even those who didn't answer all questions) wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses. (04/23/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The individual research and small group sharing / class discussion that preceded the drafting of the essay questions provided a very solid foundation for the students to acquire the vocabulary needed to express their ideas. In their written work, most students showed that they had really listened to the findings of their peer's research. Students also wrote very detailed descriptions of their own Christmas holiday traditions. The majority did a very fine job at cross-culturally comparing their own traditions to those of the countries they and their peers had researched. However, in some cases, the level of achievement in conducting the comparison was rather shallow / left room for improvement: this may be due to language limitations, but most likely it can be attributed to gaps in the students' own research, gaps in the notes they took when exchanging research findings with a partner, and gaps in their own ability to conduct a comparison between two items (regardless of whether they use Spanish or English to accomplish this).</p>	<p>Enhancement: I'm very pleased with the way the cultural unit led to the successful completion of this cross-cultural reflections written by the students. In order to enhance the quality of the cross-cultural comparisons, I would ask students to share a draft or an outline with their peers before submitting the assignment. (04/23/2014)</p>

SPAN 6:Intermediate Spanish (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SPAN6_SLO_1 - Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately communicate within a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Listening passage embedded in final exam, with five True/False questions.</p> <p>Target for Success: None - First Try</p>	<p>Program Review Reporting Year: 2009-2010</p> <p>Target : Target Met</p> <p>12 students participated in this assessment. Students averaged 85% accuracy rate on their answers to the five True/False items. On each of four of the questions they scored 83% of the time and in the fifth question their average performance peaked at 92%. (04/22/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The listening passage, taken from a third year textbook, was long, fast-paced, and involved several topics in a dialogue between two native speakers. Students did very well, considering that the intended "audience" of the passage are third year students.</p> <p>Related Documents:</p> <p>SPAN 6 listening spring 2010.pdf</p>	<p>Enhancement: Even though the students did well, it seems as though using a third book listening passage AND asking detailed questions may have resulted in a listening task that was slightly beyond realistic expectations for the level. Keeping the third year level passage but with simpler questions may be a better option. OR selecting a second year level passage with more detailed questions. (04/22/2014)</p>
<p>SPAN6_SLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.</p> <p>SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Reading comprehension passage (extracted from an authentic, non-textbook source) with nine multiple choice and True/False questions, embedded in final exam. Rather abstract tasks to be performed: examining text structure, grammar and content to infer meaning, connotation and semantic relationship among words.</p> <p>Target for Success: None- First Try</p> <p>Related Documents:</p> <p>SPAN 6 SLO 2 (reading Noche de SJ) spring 2010.pdf</p>	<p>Program Review Reporting Year: 2009-2010</p> <p>Target : Target Met</p> <p>12 students completed this assessment. There was quite a range of success rates for the nine questions, peaking at an average performance of 92% for three items, going down to a very acceptable 83% average in another item, and plummeting to shocking failure rates of 58% (for two items), 50% for one item, and a devastating 25% for the remaining item. (04/21/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Only four of the nine items were either level-appropriate or formulated without room for misinterpretation. Careful inspection of the items that triggered failure reveals that in some cases, there's ambiguity / lack of clarity in the wording, and in other cases, the level of language analysis required to answer seems to require skills beyond what's appropriate for SPAN 6.</p>	<p>Enhancement: First time this passage and questions are used. After carefully looking at the four lowest scoring items, I have decided to keep (and modify) one and to eliminate the remaining three. (04/21/2014)</p>
<p>SPAN6_SLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language</p>	<p>Other - Five essay questions of cross-cultural analysis written after the class completed a cultural unit on</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>The assessment was completed individually by the two</p>	<p>Enhancement: I'm very pleased with the way the cultural unit led to the successful completion of</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>structures. SLO Status: Active</p>	<p>the celebration of the feast of the Epiphany (January 6) in various Spanish-speaking countries chosen by the students. Each student had researched how the feast is celebrated (SPAN 5 researched one country; SPAN 6 researched two countries) and had shared this orally with others in small groups and with the entire class. After all of this sharing, students proceeded to individually draft essay answers to five questions: (1) student summarizes the findings of his/her research, highlighting what struck him/her the most about those findings and formulating a couple of follow up questions of personal interest about the findings. (2) student compares his/her own research findings to those of a peer after having shared orally in class. (3) student describes how his/her family celebrates the Christmas holidays (up to Jan 6, if applicable) and what family-specific or culture-specific traditions are followed. (4) student explains if s/he has ever participated or witnessed an Epiphany celebration according to the traditions followed in the Spanish-speaking world. (5) student compares findings from his/her own research to the way his/her own family/culture celebrate Jan 6. Target for Success: None - First try.</p>	<p>SPAN 6 students enrolled in a combined SPAN 5-6 class. Students received a grade that took into consideration the following factors: completeness of their work (did they answer all questions?), content (depth and development), organization, and use of the language (grammar). Of the two non-native speaking students, one performed at the A+ level and the other at the A- level. In terms of language use and organization of ideas, both students wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses. However, the A+ student wrote more at length, incorporating more details and research findings, and also elaborating a much more solid cross-cultural comparison. The A+ student also had better command of the language. (04/23/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The individual research and small group sharing / class discussion that preceded the drafting of the essay questions provided a very solid foundation for the students to acquire the vocabulary needed in Spanish to express their ideas. In their written work, both students showed that they had really listened to the findings of their peer's research. Both students also wrote very detailed descriptions of their own Christmas holiday traditions. They both did a very fine job at cross-culturally comparing their own traditions to those of the countries they and their peers had researched.</p>	<p>this writing assignment. If I were to enhance the writing task itself, I would ask students to share a draft or an outline of their essays with their peers before submitting the assignment. (04/23/2014)</p>
<p>SPAN6_SLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking</p>	<p>Other - Five essay questions of cross-cultural analysis written after the class completed a cultural unit on</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met The assessment was completed individually by the two</p>	<p>Enhancement: I'm very pleased with the way the cultural unit led to the successful completion of</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>the celebration of the feast of the Epiphany (January 6) in various Spanish-speaking countries chosen by the students. Each student had researched how the feast is celebrated (SPAN 5 researched one country; SPAN 6 researched two countries) and had shared this orally with others in small groups and with the entire class. After all of this sharing, students proceeded to individually draft essay answers to five questions: (1) student summarizes the findings of his/her research, highlighting what struck him/her the most about those findings and formulating a couple of follow up questions of personal interest about the findings. (2) student compares his/her own research findings to those of a peer after having shared orally in class. (3) student describes how his/her family celebrates the Christmas holidays (up to Jan 6, if applicable) and what family-specific or culture-specific traditions are followed. (4) student explains if s/he has ever participated or witnessed an Epiphany celebration according to the traditions followed in the Spanish-speaking world. (5) student compares findings from his/her own research to the way his/her own family/culture celebrate Jan 6. Target for Success: None - First try.</p>	<p>SPAN 6 students enrolled in a combined SPAN 5-6 class. Students received a grade that took into consideration the following factors: completeness of their work (did they answer all questions?), content (depth and development), organization, and use of the language (grammar). Of the two non-native speaking students, one performed at the A+ level and the other at the A- level. In terms of language use and organization of ideas, both students wrote comprehensible, easy to follow essays, using full sentences and a variety of grammar structures/tenses. However, the A+ student wrote more at length, incorporating more details and research findings, and also elaborating a much more solid cross-cultural comparison. The A+ student also had better command of the language. (04/23/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): The individual research and small group sharing / class discussion that preceded the drafting of the essay questions provided a very solid foundation for the students to acquire the vocabulary needed in Spanish to express their ideas. In their written work, both students showed that they had really listened to the findings of their peer's research. Both students also wrote very detailed descriptions of their own Christmas holiday traditions. They both did a very fine job at cross-culturally comparing their own traditions to those of the countries they and their peers had researched.</p>	<p>this cross-cultural reflections written by the students. If I were to enhance the writing task itself, I would ask students to share a draft or an outline of their cross-cultural comparisons with their peers before submitting the assignment. (04/23/2014)</p>

Assessment: Course/Service Four Column



Dept - (IIS) Vietnamese

VIET 1:Elementary Vietnamese (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>VIET1_SLO_1 - Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts. SLO Status: Active</p>	<p>Demonstration - Demonstration & Presentation/Performance Target for Success: 95% of the students will achieve SLO 1; the rest of them will need a longer time than just one single quarter of beginning Vietnamese.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The students' gradual achievement of SLO 1 had been assessed informally by means of content- and performance-driven methods, such as demonstration and presentation/performance, throughout the quarter. The informal assessment results indicate that most students were successful where SLO 1 is concerned. (04/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students all have their own learning styles. Some students need to go at a slower pace than others and might seem to be lagging behind their classmates during the first quarter; but if they persevere, they can still catch up with the rest of the class at a later time. Also, I believe instructors should be encouraged to use a multi-method assessment approach to make sure that their students' various learning styles are accommodated. More importantly, the assessment should be an ongoing process so that each student's strengths and weaknesses can be identified quite early on, and encouragement or crucial feedback coupled with intervention activities provided instantly during each class meeting to guarantee the realization of all the stated SLOs.</p>	<p>Enhancement: If we are really data-driven regarding all the SLOs, I could add the exit interview method as one more component to the final exam, although based on past experience, the exam then would become quite long and wearisome and most students would feel stressed out, while the additional results obtained through the exit interview component basically would just confirm the informal, gradual assessment of SLO 1 which I will have done for each and every student throughout the quarter. (06/28/2018)</p>
<p>VIET1_SLO_2 - Derive meaning from short, simple texts on familiar topics,</p>	<p>Exam - Course Test/Quiz - Final</p>	<p>Program Review Reporting Year: 2017-2018</p>	<p>Enhancement: No action needed</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>relying on contextual clues to extract the gist and some detail. SLO Status: Active</p>	<p>Exam Target for Success: 100%, i.e. all students are expected to pass the final exam.</p>	<p>Target : Target Met The final exam results indicate that all of the students had achieved SLO 2 by the end of the quarter. (04/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The achievement of SLO 2 by all the students indicate that adults are usually visual learners. When they read a text, they understand much more than when they hear it read to them: they are in control and have more time to go over each word and sentence to grasp what the text is about.</p>	<p>at this point. (04/03/2018)</p>
<p>VIET1_SLO_3 - Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam Target for Success: 100%, i.e. all students are expected to pass the final exam.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The final exam results indicate that all of the students had achieved SLO 3 by the end of the quarter. (04/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The achievement of SLO 3 by all the students indicate that writing is a skill that can be developed at an early stage. When writing, as opposed to listening, learners are in control and have more time to choose their words and sentences to express their ideas.</p>	<p>Enhancement: No action needed at this point. (04/03/2018)</p>
<p>VIET1_SLO_4 - Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s). SLO Status: Active</p>	<p>Demonstration - Demonstration & Presentation/Performance Target for Success: 95% of the students will achieve SLO 4; the rest of them will need a longer time than just one single quarter of beginning Vietnamese.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The students' gradual achievement of SLO 4 had been assessed informally by means of content- and performance-driven methods, such as demonstration and presentation/performance, throughout the quarter. The informal assessment results indicate that most students were successful where SLO 4 is concerned. (04/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Students all have their own learning styles. Some students need to go at a slower pace than others and might seem to be lagging behind others during the first quarter; but if they persevere, they can still catch up with the rest of the class at a later time. Also, I believe instructors should be encouraged to use a multi-method assessment approach to make sure that their students' various learning styles are accommodated. More importantly, the assessment should be an ongoing process</p>	<p>Enhancement: If we are really data-driven regarding all the SLOs, I could add the exit interview method as one more component to the final exam, although based on past experience, the exam then would become quite long and wearisome and most students would feel stressed out, while the additional results obtained through the exit interview component basically would just confirm the informal, gradual assessment of SLO 4 which I will have done for each and every student throughout the quarter. (04/03/2018)</p>

*Student Learning
Outcomes (SLOs)*

Assessment Methods

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Enhancements

so that each student's strengths and weaknesses can be identified quite early on, and encouragement or crucial feedback coupled with intervention activities provided instantly during each class meeting to guarantee the realization of all the stated SLOs.

VIET 2:Elementary Vietnamese (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>VIET2_SLO_1 - Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts. SLO Status: Active</p>	<p>Demonstration - Demonstration & Presentation/Performance Target for Success: 100% of the students will achieve SLO 1.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The students' gradual achievement of SLO 1 had been assessed informally by means of content- and performance-driven methods, such as demonstration and presentation/performance, throughout the quarter. The informal assessment results indicate that all learners were successful where SLO 1 is concerned. (04/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): I believe instructors should be encouraged to use a multi-method assessment approach to make sure that their students' various learning styles are accommodated. More importantly, the assessment should be an ongoing process so that each student's strengths and weaknesses can be identified quite early on, and encouragement or crucial feedback coupled with intervention activities provided instantly during each class meeting to guarantee the realization of all the stated SLOs.</p>	<p>Enhancement: If we are really data-driven regarding all the SLOs, I could add the exit interview method as one more component to the final exam, although based on past experience, the exam then would become quite long and wearisome and most students would feel stressed out, while the additional results obtained through the exit interview component basically would just confirm the informal, gradual assessment of SLO 1 which I will have done for each and every student throughout the quarter. (06/28/2018)</p>
<p>VIET2_SLO_2 - Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam Target for Success: 100%, i.e. all students are expected to pass the final exam.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The final exam results indicate that all of the students had achieved SLO 2 by the end of the quarter. (04/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The achievement of SLO 2 by all the students indicate that adults are usually visual learners. When they read a text, they understand much more than when they hear it read to them: they are in control and have more time to go over each word and sentence to grasp what the text is about.</p>	<p>Enhancement: No action needed at this point. (04/03/2018)</p>
<p>VIET2_SLO_3 - Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures. SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Final Exam Target for Success: 100%, i.e. all students are expected to pass the final exam.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The final exam results indicate that all of the students had achieved SLO 3 by the end of the quarter. (04/03/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The achievement of SLO 3 by all the students indicate that writing is a skill that can be developed at an early stage. When writing, as opposed to listening, learners are in</p>	<p>Enhancement: No action needed at this point. (04/03/2018)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
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control and have more time to choose their words and sentences to express their ideas.

VIET2_SLO_4 - Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
SLO Status: Active

Demonstration - Demonstration & Presentation/Performance
Target for Success: 100% of the students will achieve SLO 4.

Program Review Reporting Year: 2017-2018
Target : Target Met
 The students' gradual achievement of SLO 4 had been assessed informally by means of content- and performance-driven methods, such as demonstration and presentation/performance, throughout the quarter. The informal assessment results indicate that most students were successful where SLO 4 is concerned. (04/03/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): I believe instructors should be encouraged to use a multi-method assessment approach to make sure that their students' various learning styles are accommodated. More importantly, the assessment should be an ongoing process so that each student's strengths and weaknesses can be identified quite early on, and encouragement or crucial feedback coupled with intervention activities provided instantly during each class meeting to guarantee the realization of all the stated SLOs.

Enhancement: If we are really data-driven regarding all the SLOs, I could add the exit interview method as one more component to the final exam, although based on past experience, the exam then would become quite long and wearisome and most students would feel stressed out, while the additional results obtained through the exit interview component basically would just confirm the informal, gradual assessment of SLO 4 which I will have done for each and every student throughout the quarter. (06/28/2018)

VIET 3:Elementary Vietnamese (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>VIET3_SLO_1 - Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.</p> <p>SLO Status: Active</p>	<p>Presentation/Performance - Demonstration & Presentation/Performance Target for Success: 100% of the students will achieve SLO 1</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The students' gradual achievement of SLO 1 had been assessed informally by means of content- and performance-driven methods, such as demonstration and presentation/performance, throughout the quarter. The informal assessment results indicate that all learners were successful where SLO 1 is concerned. (07/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): I believe instructors should be encouraged to use a multi-method assessment approach to make sure that their students' various learning styles are accommodated. More importantly, the assessment should be an ongoing process so that each student's strengths and weaknesses can be identified quite early on, and encouragement or crucial feedback coupled with intervention activities provided instantly during each class meeting to guarantee the realization of all the stated SLOs.</p>	<p>Enhancement: If we are really data-driven regarding all the SLOs, I could add the exit interview method as one more component to the final exam, although based on past experience, the exam then would become quite long and wearisome and most students would feel stressed out, while the additional results obtained through the exit interview component basically would just confirm the informal, gradual assessment of SLO 1 which I will have done for each and every student throughout the quarter. (11/01/2018)</p>
<p>VIET3_SLO_2 - Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.</p> <p>SLO Status: Active</p>	<p>Exam - Standardized - Final exam Target for Success: 100%, i.e. all students are expected to pass the final exam.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The final exam results indicate that all of the students had achieved SLO 2 by the end of the quarter. (07/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The achievement of SLO 2 by all the students indicate that adults are usually visual learners. When they read a text, they understand much more than when they hear it read to them: they are in control and have more time to go over each word and sentence to grasp what the text is about.</p>	
<p>VIET3_SLO_3 - Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p>	<p>Exam - Standardized - Final exam Target for Success: 100%, i.e. all students are expected to pass the final exam</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met The final exam results indicate that all of the students had achieved SLO 3 by the end of the quarter. (07/06/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The</p>	

Student Learning Outcomes (SLOs)

Assessment Methods

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SLO Status: Active

achievement of SLO 3 by all the students indicate that writing is a skill that can be developed at an early stage. When writing, as opposed to listening, learners are in control and have more time to choose their words and sentences to express their ideas.

VIET3_SLO_4 - Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Demonstration - Demonstration and Presentation/Performance

Target for Success: 100% of the students will achieve SLO 4

Program Review Reporting Year: 2017-2018

Target : Target Met

The students' gradual achievement of SLO 4 had been assessed informally by means of content- and performance-driven methods, such as demonstration and presentation/performance, throughout the quarter. The informal assessment results indicate that most students were successful where SLO 4 is concerned. (07/06/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): I believe instructors should be encouraged to use a multi-method assessment approach to make sure that their students' various learning styles are accommodated. More importantly, the assessment should be an ongoing process so that each student's strengths and weaknesses can be identified quite early on, and encouragement or crucial feedback coupled with intervention activities provided instantly during each class meeting to guarantee the realization of all the stated SLOs.

Enhancement: If we are really data-driven regarding all the SLOs, I could add the exit interview method as one more component to the final exam, although based on past experience, the exam then would become quite long and wearisome and most students would feel stressed out, while the additional results obtained through the exit interview component basically would just confirm the informal, gradual assessment of SLO 4 which I will have done for each and every student throughout the quarter. (11/01/2018)

VIET 4:Intermediate Vietnamese (First Quarter)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

VIET4_SLO_1 - Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.

SLO Status: Active

VIET4_SLO_2 - Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.

SLO Status: Active

VIET4_SLO_3 - Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.

SLO Status: Active

VIET4_SLO_4 - Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of vietnamese-speaking cultures, by analyzing and comparing them to one' own culture(s).

SLO Status: Active

VIET 5:Intermediate Vietnamese (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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VIET5_SLO_1 - Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.

SLO Status: Active

VIET5_SLO_2 - Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.

SLO Status: Active

VIET5_SLO_3 - Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.

SLO Status: Active

VIET5_SLO_4 - Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

VIET 6:Intermediate Vietnamese (Third Quarter)

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

VIET6_SLO_1 - Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.

SLO Status: Active

VIET6_SLO_2 - Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.

SLO Status: Active

VIET6_SLO_3 - Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.

SLO Status: Active

VIET6_SLO_4 - Demonstrate a steady grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).

SLO Status: Active

Assessment: Course/Service Four Column



Dept - (IIS) Women's Studies

WMST 1: Introduction to Women's Studies

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST1_SLO_1 - Students will analyze core values of Women's Studies in a multicultural and class sensitive manner, including feminism, 'voice', consciousness-raising, and others of the instructor's choice. SLO Status: Active Outcome Creation Date: 09/01/2012</p>	<p>Demonstration - Writing weekly forum posts in response to assigned readings, films and discussions Target for Success: 70% of students will write a response that reveals their understanding of the issues addressed.</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 71% of students writing posts in weekly forums. (01/25/2019) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although the numbers fluctuate, depending on the time in the quarter, 71% of enrolled students (29) responded to assigned readings and discussions. Goal is to maintain or improve on these outcomes. Main adjustment from previous years, a willingness on the part of the instructor to warn students of outstanding work and flexibility around due dates.</p>	
	<p>Other - Narrative analytical essay with integration of material presented in class Target for Success: 65%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 65% were able to successfully discuss the core values of WMST and intersectionality in writing. (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): There was some confusion about how to respond to the essay prompt.</p>	<p>Enhancement: We will provide students with a more specific rubric for this essay. (02/28/2018)</p>
<p>WMST1_SLO_2 - Students will research local organizations which support women's goals, and engage in community activities. SLO Status: Active Outcome Creation Date: 09/01/2012</p>	<p>Project - Individual and group contributions to a list of local resources, distributed to the entire class and to the agencies researched. Target for Success: 80%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 100% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): All students were able to successfully contribute to the list, however, there was some duplication of effort because some of them contacted the same organization</p>	<p>Enhancement: Students will be given more narrow parameters (they will be directed to more specific organizations and assigned an area of service) in order to help ensure we cover a wider range of services. (02/28/2018)</p>

WMST 22:Asian American Pacific Islander Women

Student Learning Outcomes (SLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

WMST22_SLO_1 - Be familiar with the experiences, history, labor, and productions and contributions of women of AAPI descent within the wider American history and Women's Movement, and through the critical lens of contemporary feminist theory and social justice awareness.

SLO Status: Active

Outcome Creation Date: 09/25/2017

WMST22_SLO_2 - Define patriarchy; colonization/imperialism; diaspora; multiple oppressions of race, class, and gender; orientalism; forces of globalization and global capitalism; and neocolonialism, and recognize their impacts on AAPI women's history, experiences, identities, and representations.

SLO Status: Active

Outcome Creation Date: 09/25/2017

WMST22_SLO_3 - Define the concepts and origins of Asian Exclusion Acts; Dragon Lady and Lotus Blossom stereotypes; Yellow Peril; mail order brides and war brides; the reasons for migration and immigration; Family Reunification Act; types of labor with significant contributions by AAPI women; AAPI women's participation in Yellow Power and Third World Liberation Front. Students will also recognize AAPI women's significant art, writings, and other cultural productions, and the effects of

*Student Learning
Outcomes (SLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

colonialism and neocolonialism on
AAPI women in the diaspora.

SLO Status: Active

Outcome Creation Date: 09/25/2017

WMST 24: Women and Gender in Global Perspectives

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST24_SLO_1 - Demonstrate a deep understanding of the processes that create gender based oppression around the world and processes that challenge it. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Presentation/Performance - group of individual presentations on course material Target for Success: 75%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 75% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): a majority of students were able to successfully research and present their findings on these processes and connect them to ongoing issues for women around the world. A few students said they had a hard time knowing anything about people from other parts of the globe, sometimes blaming their lack of knowledge on their youth or their lack of engagement with "the news".</p>	<p>Enhancement: Include more current materials from reliable media sources on what's going on for women around the world, rather than focusing primarily on theoretical material or a textbook. (02/28/2018)</p>
<p>WMST24_SLO_2 - Develop tools for taking action to challenge gender inequality. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Project - Collaborative research and civic engagement projects. Students found a local organization that works with women in other parts of the world and learned directly from those organizations. Target for Success: 90%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 90% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Because these visits to resource providers were arranged by the instructor and students went together to take part in them, more than 90% of students completed this SLO successfully. It would probably be helpful to move this assignment to before the in-class presentations. That way, students will have greater opportunity to learn about the issues and solutions first hand, and be less likely to claim they "didn't know these problems existed".</p>	<p>Enhancement: Move this assignment to earlier in the quarter. (02/28/2018)</p>
<p>WMST24_SLO_3 - Analyze rhetoric about gender inequality and be able to distinguish underlying philosophical perspectives in that rhetoric SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Discussion - Regular, weekly in-class discussions Target for Success: 90%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 90% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Early in the quarter, there was significant correction/modification of the rhetoric used to talk about women from different parts of the globe/different cultures, religions, etc. But, as the quarter went on, and students were provided constructive feedback and encouraged to rely on research and truth rather than stereotypes, a greater understanding developed.</p>	<p>Enhancement: Start the quarter with a survey about stereotypes and rhetoric to give all students and the instructor a baseline for what perceptions the students are coming in with. (02/28/2018)</p>

WMST 25: Introduction to Black Feminism

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST25_SLO_1 - Demonstrate an awareness of some of the key theories and concepts of Black feminism.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 08/24/2015</p>	<p>Directly related to Student Learning Outcome (SLO)</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>Midterm Exam: Using key terms, theories, and concepts of Black feminism, analyze the impact of media on Black women in the United States. The analysis must focus on an intersectional examination of the said impact. All assignments must be a minimum of 1,000 words, typed, 1.5 spacing, 1 in. margins, proofread & properly cited. To ensure that you have addressed the topic in an intersectional way, you must address at least four (4) different identity components found in the Matrix of Domination (see class notes). (03/02/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): A = 53%; B = 20%; C = 7%; D = 0%; F = 20%; 80% received a passing grade. The numbers were great. The students seemed to respond positively to the assignment. The non-passing grades were due to two students not completing the assignment and one student submitting it well past the due date, for partial credit.</p>	<p>Enhancement: The enhancement will be to encourage students to submit the assignment on time by providing students with an option to stagger portions of the assignment (Introduction, Thesis Statement, etc.) due at separate times versus having the entire assignment due at one time. (03/02/2018)</p>
<p>WMST25_SLO_2 - Engage in critical dialogue about the basic ideas and principles that guide Black feminist theories in a safe classroom learning environment.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 08/24/2015</p>			
<p>WMST25_SLO_3 - Analyze and articulate current issues from a Black feminist perspective.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 08/24/2015</p>			

WMST 26:La Mujer: Latina Life and Experience

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST26_SLO_1 - Students will be familiar with the rise of the concept of La Mujer, including La Chicana and La Latina within the wider American Women's Movement and modern feminist theory and social awareness. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Discussion - Students will be prompted with a variety of discussion questions in each class meeting to reflect and discuss course materials as they relate to the rise and concept of la mujer, the wider American Women's movement, and modern feminist theory and social awareness. Discussions will happen in small groups and be synthesized as a whole class.</p> <p>Target for Success: 80% participation</p> <hr/> <p>Portfolio Review - Students will maintain a portfolio of their weekly one page reflections on class and group discussions. Target for Success: 80%</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 80% (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): a majority of students were able to successfully articulate, synthesize, and cite the relationship between the rise of the Chicana/Latina within the wider American's Women's Movement, along with general concepts of modern feminist theory and social awareness. A few students said had a hard time articulating their thoughts in class - especially in larger groups.</p>	<p>Enhancement: include more varied approaches to drawing out dialogue more equitably among students with different learning/processing styles in mind (04/24/2018) <hr/> Enhancement: include notecard supplement for students to capture thoughts during discussions (04/24/2018)</p>
<p>WMST26_SLO_2 - Students will be able to define patriarchy, colonization, power and subjugation and recognize their presence in Chicana/o and Latina/o history and cultural production.</p>	<p>Directly related to Student Learning Outcome (SLO)</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 75% (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of students successfully completed and received a passing grade for their written reflections. Some students were</p>	<p>Enhancement: provide opportunities for peer reviewed drafts in progress (04/24/2018)</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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SLO Status: Active
Outcome Creation Date: 08/24/2015

Directly related to Student Learning Outcome (SLO)

confused on how to address the questions presented to demonstrate their understanding of the terms as they relate to an independent analysis of course themes.

Exam - Course Test/Quiz - A three (3) page minimum personal reflection paper on the course, which addresses:
 (1) How have Chicanas/Latinas fought back against the mechanics of erasure to counteract the effects of colonial and neo-colonial violence as they impact Latinas?
Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10% 70% receive a passing grade.

Exam - Course Test/Quiz - A three (3) page minimum personal reflection paper on the course, which addresses:
 (1) How is the sharing of knowledge an act of resistance as expressed and articulated by the materials explored throughout the quarter? Consider how the knowledge is gathered and the role that different methods of and approaches to research, community, narratives, etc. play in this process.

Students draw from their own experiences, as well as synthesize and analyze course materials.
Target for Success: A = 10%; B = 20%; C = 40%; D = 20%; F = 10% 70% receive a passing grade.

WMST26_SLO_3 - Students will be able to explain the concept of the barrio, the impacts of contemporary border crossings, the reasons for

Directly related to Student Learning Outcome (SLO)

Program Review Reporting Year: 2016-2017
Target : Target Met
 80% (04/24/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of

Enhancement: provide student work samples from previous quarters (04/24/2018)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>migration and immigration, the pressures of balancing labor and family, the importance of religious practice, the history of Chicana and Latina art and cultural production, and the effects of colonial and neo-colonial violence as they impact Latinas both north and south of the border.</p> <p>SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Project - Student will research and prepare a ten page workbook based on independent research and inspired by Chicana/Latina cultural production (ex: zine, a traditional workbook, or a magazine) and will include activities, information, biography highlights, and artwork, along with five page narrative essay that outlines the relevance of their work.</p> <p>Target for Success: 65%</p> <hr/> <p>Presentation/Performance - Students will work in groups to present independent research on topics listed in the SLO along with a cultural review that relates to their topic.</p> <p>Target for Success: 65%</p>	<p>students were successfully able to explain and synthesize the concepts, impacts, and importance of Latina/Chicana contributions. Some student struggled to complete the assignment with confidence in the knowledge they had gained throughout the quarter.</p>	

WMST 27: Women and Gendered Violence

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST27_SLO_1 - Students will develop a deep understanding of the processes that create and perpetuate violence against women. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Exam - Course Test/Quiz - A total of three personal reflection papers a minimum of two pages each which address theories of violence against women presented throughout the course. Target for Success: 65%</p> <hr/> <p>Discussion - Students will participate in ongoing weekly discussions in pairs, small groups, and as a class. Target for Success: 80%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 80% (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of students demonstrate an understanding of processes that contribute to gendered violence. Some students shared that many of the examples discussed were highly triggering and posed additional difficulties in terms of being fully engaged in discussions and/or delving deeper by way of a written analysis. As an instructor, I aim to provide supports in and out of class to support students (in addition to ensuring we meet learning outcomes).</p>	<p>Enhancement: include a collective resource finding activity early on in the quarter to ensure students are familiar with resources and supports from the beginning (04/24/2018)</p>
<p>WMST27_SLO_2 - Students will develop a deeper awareness of the relationship of violence against women to gendered violence and institutionalized violence in various forms. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Exam - Course Test/Quiz - Three</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 70% of students demonstrated a deeper awareness of the relationship of violence against women to gendered violence and institutionalized violence in various forms by way of quizzes and projects. (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of students developed deeper awareness of the relationship of violence against women to gendered violence and institutionalized violence in various forms. Some students had a difficult time preparing a visual campaign toward completion of assignments to assess this outcome.</p>	<p>Enhancement: provide student samples from previous quarters (04/24/2018)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>brief multiple choice quizzes to synthesize readings and lectures. Target for Success: 70% Project - Students will research a topic of their choice as it relates to the course and prepare a visual campaign using a medium of their choosing to articulate their theories of change for addressing gendered violence. The project will be accompanied with a five page paper outlining their theories of change as independently developed throughout the course.</p>		
<p>WMST27_SLO_3 - Students will combine analyzing theory and engaging in actual praxis around tools for community involvement to challenge violence against women and gendered violence. SLO Status: Active Outcome Creation Date: 08/24/2015</p>	<p>Directly related to Student Learning Outcome (SLO)</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met Students developed an analysis rooted in praxis to challenge violence against women and gendered violence. (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of students successfully combined analyzing theory and engagement in actual praxis around tools for community involvement to challenge violence against women and gendered violence. Students initially struggled to connect the theory to praxis in spite of having been engaged in hands on service projects and activities to advance their understanding of practical applications for change. They might benefit from more reflection as to how the two connect earlier on in the course. Bringing guest speakers into the space did help make that connection - perhaps introducing these activities earlier on in the course might help solidify more student confidence in their own analysis and ideas.</p>	<p>Enhancement: provide additional varied opportunities to connect theory and praxis through hands on activities throughout the quarter (04/24/2018)</p>
	<p>Presentation/Performance - Students will work in small consistent groups to prepare and present independent research on various ways global communities are challenging violence against women</p>		

*Student Learning
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and gendered violence. Students will prepare a five page paper summarizing their research findings.

Target for Success: 70%

Project - Students will research a topic of their choice as it relates to the course and prepare a visual campaign using a medium of their choosing to articulate their theories of change for addressing gendered violence. The project will be accompanied with a five page paper outlining their theories of change as independently developed throughout the course.

WMST 29: Masculinities in U.S. Culture and Society

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST29_SLO_1 - Develop an understanding of the differences between biological sex, gender expression, and gender identity, along with how these social categories function within larger economic and political landscapes informed by race, class, ethnicity, citizenship, physical abilities, and sexuality.</p> <p>SLO Status: Active Outcome Creation Date: 09/25/2017</p>			
<p>WMST29_SLO_2 - Analyze how key social, political, and economic events inform public discourse around definitions of masculinity and the framing of masculinity as being in crisis.</p> <p>SLO Status: Active Outcome Creation Date: 09/25/2017</p>			
<p>WMST29_SLO_3 - Critically analyze key cultural works aimed at resisting dominant or hegemonic forms of masculinity within and across different racial and ethnic groups.</p> <p>SLO Status: Active Outcome Creation Date: 09/25/2017</p>			

WMST 31: Women and Popular Culture

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST31_SLO_1 - Develop an understanding of the complicated and contradictory relationship between women and girls and popular culture, along with an understanding of how race, class, and sexuality function within popular culture to produce very different images of women and girls within and across different communities.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 09/25/2017</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Discussion - Students will participate in ongoing weekly discussions in pairs, small groups, and as a whole.</p> <p>Target for Success: 80%</p> <hr/> <p>Exam - Course Test/Quiz - Students will prepare and submit bi-weekly reading summaries that reflect their understanding of course materials. Each summary will be a minimum of two pages per submission for a total of six submissions throughout the quarter.</p> <p>Target for Success: 65%</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>80% of students demonstrated an understanding of complicated and contradictory relationship between women and girls and popular culture as expressed in class discussions and bi-weekly written summaries. (04/24/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of students demonstrated an understanding of the complex relationship between women and girls and popular culture. Students did initially struggle to make connections across material and perhaps a more succinct introduction complete with a visual concept map of sorts would support students toward that end.</p>	<p>Enhancement: incorporate a small group activity early on in the course that functions as a conceptual map in progress for students to track connections across material (04/24/2018)</p>
<p>WMST31_SLO_2 - Develop an understanding of the relationship between popular culture and capitalism, along with some of the social issues and problems produced by this relationship.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 09/25/2017</p>	<p>Directly related to Student Learning Outcome (SLO)</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>70% of students successfully demonstrated an understanding of the relationship between popular culture and capitalism as well as social issues and problems produced by this relationship. (04/24/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of students were able to articulate their understanding of the connection between capitalism and popular culture. Students were enthusiastic to present on the self-selected</p>	<p>Enhancement: Break up the assignment into smaller submissions with drafts in progress for peer review (04/24/2018)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Exam - Course Test/Quiz - Students will research and prepare a six page midterm essay anchored in a film critique of their choice and supplemented with an analysis of how popular culture intersects with capitalism. Target for Success: 70%</p> <hr/> <p>Presentation/Performance - Students will work in small groups to research, prepare, and deliver a presentation on a topic of their choice as it relates to and illustrates course themes. Presentations are a minimum of twenty five minutes in length. Target for Success: 65%</p>	<p>topics of interest; they did, however, struggle to keep up with written assignments and indicated that they had a difficult time completing the midterm assignment with confidence.</p> <hr/>	
<p>WMST31_SLO_3 - Analyze popular culture images of women and girls and engage in efforts to challenge these images through activism and social media. SLO Status: Active Outcome Creation Date: 09/25/2017</p>	<p>Directly related to Student Learning Outcome (SLO)</p> <hr/> <p>Project - The final project is a culminating take home assignment that requires students to: (1) articulate their own theory of</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 70% of students demonstrated the ability to articulate an analysis of popular culture while engaging in efforts to challenge problematic images through activism and social media. (04/24/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): A majority of students were able to articulate their analysis as it related to efforts to challenge problematic representations. Some students shared that they struggled to understand how to form their own theories of change. Perhaps including a work in progress with additional scaffolding such as concept mapping models and student samples might have helped provide additional clarity.</p> <hr/>	<p>Enhancement: provide additional handouts and practice activities for how to map concepts and articulate theories (04/24/2018) Enhancement: provide student samples from previous quarters (04/24/2018)</p>

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change in a minimum of a five page paper that identifies the problem with popular representations from the student's perspective and addresses the following questions: what are the gendered and sexual repercussions of uncritical, passive consumption of popular culture in our personal, political, and social lives?; what is the relationship between popular culture and capitalism?; and how have women and girls challenged ideas of mass media through activism and social media?;

(2) develop a creative visual expression that demonstrates the student's thoughts and ideas on how to change and address the systemic misrepresentations explored throughout the course;

(3) share their creative visual expressions through activism and/or social media channels as a social good campaign that challenges problematic representations of women; and

(3) Provide evidence to support ideas expressed in the project

Target for Success: 65%

WMST 8:Women of Color in the USA

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>WMST8_SLO_1 - Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed. SLO Status: Active Outcome Creation Date: 09/01/2012</p>	<p>Other - Narrative essay based on interviews Target for Success: 65%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met More than 65% of students were able to recognize privilege and oppression and have a substantive discussion with their classmates and the people they interviewed for their essay. (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): There were individual students who reported they had never personally experienced oppression and were unwilling to consider themselves either oppressors or oppressed or to discuss this topic with family members and friends.</p>	<p>Enhancement: Provide students more opportunities to reflect on oppression/oppressed in class discussions before they are assigned the essay. (02/28/2018)</p>
<p>WMST8_SLO_2 - Explain the role of key historical events that shaped the present situation of Women of Color in the U.S. SLO Status: Active Outcome Creation Date: 09/01/2012</p>	<p>Project - multimedia presentation Target for Success: 65%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 65% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): More than 65% of students were very capable of choosing the person or event they wanted to research and create a tribute for, but many chose not to go deeper than Wikipedia for their research.</p>	<p>Enhancement: Peer review, rough drafts and requiring deeper research sources should help. (02/28/2018)</p>
<p>WMST8_SLO_3 - Understand and analyze the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and hetero-sexism on Women of Color in the U.S. SLO Status: Active Outcome Creation Date: 09/01/2012</p>	<p>Other - online discussion forum Target for Success: 75%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 75% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although a majority of the students were able to successfully understand and analyze the social constructions of race, gender and sexuality, only a small portion of this number were able to successfully discuss the role of class position in relation to racism, sexism, and heterosexism.</p>	<p>Enhancement: Provide the students with more specific examples, readings, speakers, videos and critical discussion of the topic of social class position and its impacts on other identities. (02/28/2018)</p>
<p>WMST8_SLO_4 - Critique the multiple identities within ourselves and in the larger society. SLO Status: Active Outcome Creation Date: 09/01/2012</p>	<p>Discussion - students participated in online discussion forums on these topics separately and in combination Target for Success: 85%</p>	<p>Program Review Reporting Year: 2017-2018 Target : Target Met 85% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): The majority of students in this class were able to understand the idea of multiple, intersecting identities.</p>	<p>Enhancement: The consistent presentation and discussion of materials that address these intersectionalities seem to be working well. We will continue to offer students a variety of</p>

*Student Learning
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materials that address
intersectionality. (02/28/2018)

Assessment: Course/Service Four Column



Dept - (IIS) Sign Language

SIGN 1:Elementary American Sign Language (First Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SIGN1_SLO_1 - Student will begin to distinguish basic linguistic principles of American Sign Language and to formulate thoughts and phrases utilizing visual and gestural language skills.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 09/01/2012</p>	<p>Demonstration - Students are required to stand in front of the class and sign a story. Three elements have to be part of the story: signing skills, expressive skills which includes facial expressions and fluidity, and receptive skills. This is followed by the student answering questions posed by the instructor.</p> <p>Target for Success: About 50% fully immerse themselves in it and achieve this skill.</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>There were 28 students. Criteria are: 1) Hand shape, 2) Beginning and End, 3) Movement, and 4) Orientation. 6 were incorrect on all four parameters. 9 demonstrated correct hand shape but incorrect/awkward/jerky movement and poor orientation. 6 demonstrated correct hand shape, smoother motion, and appropriate orientation. 8 students demonstrated fluidity on all four criteria. Therefore the overall success rate was 22/28 or 79%. (03/07/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Very satisfied. Linguistics of ASL are most challenging yet students have become enthralled with signing.</p>	<p>Enhancement: The text Signing Naturally has been updated to the newest version which is very robust. Hence, the new text is dense and difficult for students to absorb. To assist them a lab time has been incorporated into the class time. Students bring their workbooks and are assisted as issues are observed by the instructor. bring their workbooks is working. Student success has improved using this approach. However, time is short and more one on one time is needed. To save time the lab room needs to be in close proximity to the lecture room.</p> <p>In addition, the instructors have plans to break up the book into three sections, one for each SIGN course. (03/07/2018)</p>
<p>SIGN1_SLO_2 - Students will understand and apply the grammatical principles of American Sign Language structures introduced</p>	<p>Demonstration - Students are required to stand in front of the class and sign a story. Three elements have to be part of the story: signing</p>	<p>Program Review Reporting Year: 2017-2018</p> <p>Target : Target Met</p> <p>There were 28 students. Criteria are: 1) Hand shape, 2) Beginning and End, 3) Movement, and 4) Orientation. 6</p>	<p>Enhancement: The text Signing Naturally has been updated to the newest version which is very robust. Hence, the new text is</p>

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>and demonstrate communicative competence in language functions through targeted social interactions. SLO Status: Active</p>	<p>skills, expressive skills which includes facial expressions and fluidity, and receptive skills. This is followed by the student answering questions posed by the instructor. Target for Success: About 50% fully immerse themselves in it and achieve this skill.</p>	<p>were incorrect on all four parameters. 9 demonstrated correct hand shape but incorrect/awkward/jerky movement and poor orientation. 6 demonstrated correct hand shape, smoother motion, and appropriate orientation. 8 students demonstrated fluidity on all four criteria. Therefore the overall success rate was 22/28 or 79%. (03/07/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Very satisfied. Linguistics of ASL are most challenging yet students have become enthralled with signing.</p>	<p>dense and difficult for students to absorb. To assist them a lab time has been incorporated into the class time. Students bring their workbooks and are assisted as issues are observed by the instructor. bring their workbooks is working. Student success has improved using this approach. However, time is short and more one on one time is needed. To save time the lab room needs to be in close proximity to the lecture room. In addition, the instructors have plans to break up the book into three sections, one for each SIGN course. (03/07/2018)</p>

SIGN 2:Elementary American Sign Language (Second Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SIGN2_SLO_1 - Student will continue to construct and apply the principles of American Sign Language grammatical structures.</p> <p>SLO Status: Active</p> <p>Outcome Creation Date: 09/01/2012</p>	<p>Demonstration - 1 on 1 student presents a story to the instructor allowing instructor to provide more in depth feedback and evaluate fluidity.</p> <p>Target for Success: About 60% fully immerse themselves in it and achieve this skill.</p>		
<p>SIGN2_SLO_2 - Students will relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.</p> <p>SLO Status: Active</p>	<p>Other - Each student attends a deaf community event. The student submits an essay describing their experience in this deaf community immersion.</p> <p>Target for Success: Success is evaluated on spending a minimum of 45 minutes involved in the deaf community event and the fact that their essay evidences they integrated with those in the deaf community. 85% of students will successfully complete this assignment.</p>		

SIGN 3:Elementary American Sign Language (Third Quarter)

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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SIGN3_SLO_1 - Students will identify and discover essential features of Deaf culture in the context of learning American Sign Language.

SLO Status: Active

Outcome Creation Date: 09/01/2012

SIGN3_SLO_2 - Students will comprehend the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts.

SLO Status: Active

Outcome Creation Date: 03/28/2018