

## De Anza College

### Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

RAPP has provided this area with some nice feedback including:

- Updating the mission statement to include core shared values.
  - Here's the updated version:  
The mission of the World Languages Department is to empower students with the knowledge and skills to communicate effectively in a language other than English, to cultivate an understanding and appreciation of cultures that speak these languages, and to prepare students for global citizenship and intercultural competence. The program strives to serve dual enrollment students, transfer students and lifelong learners.
  - Provide evidence on how to monitor program goals.  
We will be looking at the program review success data regularly and discussing them at division/department meetings.
- Provide actual numbers in enrollment trends and awards.
  - We are able to disaggregate and combine data using Precision Campus.
  - For enrollment, there were 1344 unduplicated headcounts in 22/23 and 1317 in 23/24. WSCH was 3197 in 22/23 and 3018 in 23/24. The enrollment is slightly decreasing. With AB 928 soon to go into effect, the Language other than English requirement for transfer to UC will become a UC graduation requirement. We are not sure how this new legislation will impact the enrollments in our language courses.
  - In 22/23, we awarded 11 certificates (3 in French, 3 in Italian, 3 in Korean, and 2 in Russian). In 23/24, we awarded 13 (3 in French, 4 in German, 1 in Italian, 1 in Korean, and 4 in Russian). The certificates were first offered in 22/23.

There was a disconnect with some of the feedback that RAPP provided. In particular, RAPP made these comments and the faculty addressed these comments:

- “There should at least be some strategies for how the lack of SLO activity can be rectified” and “Apparently SLO’s were not completed under the previous Dean (nor were PT evaluations, or many of them)”.

The department is confused with this comment since the World Language faculty had submitted their SLO reflections for the 22/23 academic year. The dean checked and found them in the De Anza SLO assessment page. There were SLO assessment results

and reflections for French, German, Hindi, Italian, Japanese, Korean, Russian, Sign, and Vietnamese (all of the world languages reflected in this program review) during the 22/23 academic year.

Evaluations for all world language PT faculty have been done and were up to date at the end of the 22/23 academic year. However, we are unsure why the last statement was included as part of the feedback to the World Languages' comprehensive review since evaluations were not brought up and they were up to date last year.

- "The program(s) have no certificates or ADT's."

There are no AD-T's for the world languages. The only AD-T available is in Spanish, which is submitting their own program review. The Academic Senates for California Community Colleges and California State University determine which AD-T's are developed so this is not a factor we can control.

However, the World Languages have certificates and this was noted in the trends for awards.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

We have created new certificates in Hindi, Japanese and Vietnamese. All the languages, except for Sign, now have certificates. The enrollments in Sign 2 are increasing and we will be offering Sign 3 in the spring quarter of 2025. Hopefully, there will be continued interest in learning Sign language. If this is the case, we will look into offering a Sign certificate.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

We have not been able to hire a new FT faculty.

Since the last comprehensive program review, several of our faculty have done the RSI training. Although most of our language courses are offered synchronously, there are some offered hybrid with asynchronous class times. The faculty have stated that this training has been helpful to them and they are excited about incorporating new ideas into their classes. In particular, they found that a communication plan is helpful in synchronous classes as well as asynchronous classes since all the faculty use Canvas as a tool for their classes.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

There are no changes to the goals.

- Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Since we do not have FT faculty overseeing the language departments, it can be a challenge to do the activities outside of teaching students. Contractually, PT instructors do not have to attend department and division meetings and are not required to write curriculum. Some PT instructors attend meetings and participate in curriculum revisions, but others do not. The ones that do attend are tight knit, but most of them teach in departments that can not support a FT instructor.

Some PT instructors prefer to teach in-person and have not been trained on teaching online (RSI and accessibility) which can prevent the department from offering online assignments and hence, those departments are unable to grow. We've seen more demand for online courses. But, we also do not have 1320 funds to support offering more classes. Also, if a department has PT instructors who do not participate in updating curriculum, the department is unable to maintain its health and vitality to keep up with evolving demands from students such as having fully asynchronous online classes or using open educational resources.

- How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Due to the factors listed in question number five, our disproportionately impacted students are affected the most. These are students who need more high touch services. Since PT faculty hold fewer office hours and are often teaching at other institutions, they may not be able to offer these high touch services.

- Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO) – please see zip folder for assessments from each world language covered in this program review.**

Learning Outcome (SLO, AUO, SSLO)	
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Method of Assessment of Learning Outcome (please elaborate)	
Summary of Assessment Results	
Reflection on Results	
Strategies Implemented or Plan to be Implemented (aka: enhancements)	

Done? Please email this form to your dean/manager.

- 8. Dean Manager Comments:  
Since the dean wrote this program review, it would not be appropriate for the dean to provide comments to their own program review.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b>          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>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Throughout the 2024 fall quarter, VIET 1 students participated in various activities to demonstrate their command of essential vocabulary and language structures. These included pronunciation practice, role-plays, and dialogue exercises in every class session. In addition, students delivered a total of six oral presentations, including the midterm and final, on topics such as basic personal information, family, daily routines, weather, schooling, and career choices. To assess their understanding and retention of vocabulary and grammar, students also took four quizzes on these areas. These activities collectively ensured that students were able to request and provide basic information orally and in writing, in line with the course's learning outcomes.</p>
<p>Summary of Assessment Results</p>	<p>The VIET 1 course consisted of two sections, with a total of 66 students (33 students per section). By the end of the quarter, 5 students in Section 1 and 4 students in Section 2 were still struggling with pronunciation and/or grammar. The remaining students made steady and consistent progress throughout the course.</p>
<p>Reflection on Results</p>	<p>I believe these 9 students simply need more time and additional exposure to the language to strengthen their understanding and mastery of these two challenging aspects of Vietnamese.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>I plan to develop additional exercises focused specifically on grammar and pronunciation to support students who struggle with these two areas.</p>

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

[F24 ITAL D001 02Z Elem Italian \(1st Qtr\)](#)

<p><b>Learning Outcome</b> (SLO, AUO, SSLO)</p>	<p>Choose one of the SLOs from the course you teach.</p> <p><i>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</i></p>
<p><b>Method of Assessment of Learning Outcome</b> (please elaborate)</p>	<p>Students completed a final project titled "<i>Presentazione Personale</i>," which involved:</p> <ol style="list-style-type: none"> <li>1. <b>Draft Submission:</b> Students prepared and submitted a script to organize their ideas and receive feedback on content, vocabulary, and grammar before recording their presentations.</li> <li>2. <b>Video Presentation:</b> Students created a 5-7 minute video introducing themselves, their friends, and their family, incorporating class materials such as vocabulary lists, notes, and homework activities.             <ul style="list-style-type: none"> <li>○ Required Components:                 <ul style="list-style-type: none"> <li>■ Personal introduction.</li> <li>■ Details about friends and family, including personal stories and photos.</li> <li>■ Integration of class vocabulary and grammar.</li> </ul> </li> <li>○ Visual Aids:                 <ul style="list-style-type: none"> <li>■ Family photos, personal images, or creative visuals were encouraged to enhance clarity and engagement.</li> </ul> </li> </ul> </li> <li>3. <b>Peer Engagement:</b> After submission, students watched at least three classmates' videos and left meaningful comments focusing on interesting elements and connections to their own experiences.</li> </ol>
<p><b>Summary of Assessment Results</b></p>	<p><b>Exceeding the Learning Outcome</b></p> <ul style="list-style-type: none"> <li>● 23 out of 32 students exceeded expectations by delivering well-structured, clear, and engaging presentations.</li> </ul>

	<ul style="list-style-type: none"> <li>• These students effectively integrated vocabulary and grammar from class materials, provided engaging visuals, and made meaningful connections between personal details and class content.</li> </ul> <p><b>Meeting the Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• 4 students met the learning outcome but required additional support with pacing, pronunciation, or integrating visuals.</li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• 5 students needed extra help to meet the expected criteria, struggling with elements such as pronunciation, sentence structure, or missing required components like visuals or family introductions.</li> </ul>
<p><b>Reflection on Results</b></p>	<p>The majority of students (23 out of 32) successfully achieved or exceeded the learning outcome, demonstrating strong skills in deriving meaning from familiar vocabulary and using contextual clues to craft coherent presentations. The peer engagement component encouraged reflection and collaborative learning, which was a positive highlight. However, a small subset of students needed additional support in specific areas, such as pronunciation and sentence construction, or in ensuring all project requirements were met.</p>
<p><b>Strategies Implemented or Plan to be Implemented (aka: enhancements )</b></p>	<ol style="list-style-type: none"> <li><b>1. Pronunciation Practice and Feedback:</b> <ul style="list-style-type: none"> <li>○ Introduce short, interactive pronunciation activities during class or provide online resources (e.g., pronunciation guides, videos) to improve accuracy and fluency before recording presentations.</li> </ul> </li> <li><b>2. Structured Peer Feedback:</b> <ul style="list-style-type: none"> <li>○ Develop a peer feedback rubric to ensure more detailed and constructive comments.</li> <li>○ Students can identify at least one strength and one area of improvement in each peer's presentation.</li> </ul> </li> <li><b>3. Enhanced Preparation Tools:</b></li> </ol>

- Provide students a detailed checklist or template to ensure they include all required elements (e.g., self-introduction, family details, visuals).

**4. Extra Support for Struggling Students:**

- Schedule one-on-one sessions to provide targeted support in areas like pronunciation, sentence construction, or use of visuals.

By implementing these enhancements, future assignment iterations can better address student needs and support their ongoing development of language and communication skills.



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2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))
3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).
4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.
5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?
6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?
7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b>  <b>Korean 3</b>, Student Learning Outcome 3: Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>The instructor supports student learning by gradually expanding vocabulary each week. Students are expected to read a paragraph fluently and complete writing tasks that integrate newly acquired vocabulary and grammar. Additionally, the instructor assigns paragraph recordings for practice, while writing skills are further reinforced through breakout sessions, writing assignments, and chapter quizzes in each class.</p>
<p>Summary of Assessment Results</p>	<p>Students achieved an average score of 94% on the vocabulary test and 85% on chapter quizzes. In the letter-writing project, most students effectively applied vocabulary and grammar with accuracy. Only 5-10% of students encountered challenges, displaying multiple grammatical errors or submitting letters that were too brief.</p>
<p>Reflection on Results</p>	<p>Students struggled to come up with topics for their writing. We need to brainstorm more ideas for topics to include in the writing-a-letter assignment.  It would also be helpful to incorporate terms and expressions commonly used in emails rather than sticking to a traditional letter format.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>I plan to actively engage students in discussions to help them generate ideas for writing topics. Additionally, I provide bi-weekly reading materials to spark new ideas and inspiration. Following my RSI training, I implemented a communication plan that includes more frequent announcements and deadline reminders to keep students aligned with their assignments. I've also introduced additional discussion assignments on Canvas to foster peer interaction and engagement, even within the online setting.</p>

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b></p> <p>Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Students will prepare and deliver a presentation that includes the following components:</p> <p>1. <b>Self-Introduction</b> with a focus on one of the following topics:</p> <ul style="list-style-type: none"> <li>-Provide details about your family, your origin, your hobbies, your talents or your everyday duties.</li> </ul> <p>2. <b>Aids.</b> Enhance your presentation with aids such as:</p> <ul style="list-style-type: none"> <li>-Personal photos.</li> <li>-German music that thematically agrees with the content of the presentation.</li> <li>-Animated images with key terms in German to represent the topic chosen.</li> </ul> <p>3. <b>Submission format:</b></p> <ul style="list-style-type: none"> <li>-Students use video recordings for their presentation.</li> </ul>
<p>Summary of Assessment Results</p>	<p><b>Exceeding the Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>-29 out of 32 students demonstrated proficiency, exceeding the expected outcome by successfully presenting with appropriate vocabulary, accurate pronunciation, and sentence structures.</li> </ul> <p><b>Areas of Improvement:</b></p> <ul style="list-style-type: none"> <li>-3 students needed additional support in refining their pronunciation and improving sentence construction.</li> </ul>

Reflection on Results	<p>Most students successfully met or exceeded the learning outcome for this presentational task.</p> <p>Students demonstrated a strong working command of core vocabulary and language structures.</p>
Strategies Implemented or Plan to be Implemented (aka: enhancements)	<p><b>1. Incorporate Peer Interaction:</b></p> <ul style="list-style-type: none"> <li>-Offer time for students during class in break out rooms where they can practice parts of their presentation in small groups and receive feedback from fellow students</li> <li>-Encourage students to share positive comments, constructive criticism.</li> <li>-Encourage students to highlight new vocabulary they have learned.</li> </ul> <p><b>2. Pronunciation Practice:</b></p> <ul style="list-style-type: none"> <li>-Introduce in-class activities dedicated to improving pronunciation before the presentation deadline.</li> </ul> <p><b>3. Checklist for Presentations:</b></p> <ul style="list-style-type: none"> <li>-Provide students with a checklist to ensure all required elements (e.g. focus on one personal topic, visual aids) are included in the presentation.</li> </ul>

Done? Please email this form to your dean/manager.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b></p> <p>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 and Katakana characters respectively) as well as 29 kanji (Chinese characters), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, and invitations.</p> <p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p> <p>Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p> <p>Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).</p>
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<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Students will prepare and deliver presentations that include the following components:</p> <ol style="list-style-type: none"> <li>1. Self-Introduction: Introduce yourself by stating your name and nationality.</li> <li>2. Family Introduction:  Provide details about your family, including how many members are in your family.  Identify who they are and briefly describe their occupations.</li> <li>3. Visual Aids:  Enhance your presentation with visual aids such as: § Family photos. § Hand-drawn illustrations of family members. § Animated images with key terms to represent each family member.</li> <li>4. Submission Format:  Students may use PowerPoint slides, video recordings, or other approved multimedia tools for their presentation.  Students will also be required to submit written homework, quizzes and tests for the performance assessment.</li> </ol>
<p>Summary of Assessment Results</p>	<p>Exceeding the Learning Outcome:</p> <p>27 out of 36 students demonstrated proficiency, exceeding the expected outcome. 3 students met the expected outcome.</p> <p>Areas for Improvement:</p> <p>3 students needed additional support.</p> <p>3 students failed the class due to their poor attendance.</p>

Reflection on Results	The majority of the students successfully met or exceeded the learning outcome for this presentation task. Students demonstrated a strong ability to derive and present meaning from contextual clues while practicing pronunciation and sentence formation.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Students will be encouraged to share positive comments and offer constructive critiques during class activities.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b>          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>Method of Assessment of Learning Outcome (please elaborate)</p>	<p><b>Group Project</b> on the following prompt: an international student will be sharing a four-bedroom two-story house with other three roommates.  <b>Format: Conversation.</b> Students played roles in groups of four to:</p> <ol style="list-style-type: none"> <li>1. Get acquainted to one another (say who they are, what are their nationalities, what languages do they speak and what is their level of Russian)</li> <li>2. Show each other the whole house including the shared living room, kitchen, bathrooms, garage, balconies and terrace.</li> <li>3. Describe their bedrooms (including all furnishing) and show the bedroom of the new roommate</li> </ol> <p><b>Visual Aids:</b></p> <ol style="list-style-type: none"> <li>1. a drawing of the floor plan offered in the textbook</li> <li>2. photographs/drawings of the bedrooms (prepared individually prior to the start of the project)</li> </ol>
<p>Summary of Assessment Results</p>	<ul style="list-style-type: none"> <li>• 32 students participated in the project. Most of the students were very well prepared, however 5 forgot to prepare pictures/drawings of their rooms. Still, they were able to describe the shared house, kitchen, bathrooms, balconies and terrace (drawing in the book).</li> <li>• Students helped each other with the new words whenever someone forgot words for allocations (on the right, on the left, straight etc.) or furnishings. At the end of the project many were more confident using the core vocabulary.</li> <li>• Heritage speakers helped non-heritage to improve on the pronunciation and language structures.</li> <li>• No one failed</li> </ul>
<p>Reflection on Results</p>	<p>27 students demonstrated expected level of proficiency, whereas the other 5 got to the level with the help of the classmates.          Most improvements were on the language structures, vocabs and the pronunciation.          Students showed a great interest in discussing this relatable situation</p>
<p>Strategies Implemented or Plan to be</p>	<p>Next time, I am going to implement a directed-dialogue strategy, especially at the beginning of the project where the students have to get acquainted to each. I noticed that sometimes students forgot what they could say about</p>



Implemented (aka: enhancements)	themselves or were shy to share it with the classmates.
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Done? Please email this form to your dean/manager.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

**KORE 1 Fall 2024 Prepared by Soojeong Choi**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b> Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p><b>Midterm and final exams:</b> The tests are taken during the class to test the knowledge of simple phrases and sentences using grammar points, vocabulary, conversations, narrations, listening and reading comprehensions from the textbook.</p> <p><b>Conversation presentation:</b> As part of the midterm and the final exam, each student works in pairs with a classmate to use the textbook content for target chapters to develop a conversation based on their real-life situation. Students are required to create simple phrases and sentences for the oral presentation. Here is the procedure: First, students will create the script collaborating with their partner using Google Doc. The script should be turned in for the assessment. The instructor reviews the script and gives feedback and suggestion for improvement. Second, each team meets up to practice. Third, each team presents the outcome in front of an instructor for assessment.</p> <p><b>In class performance and assessment:</b> During breakout room sessions, students are supposed to practice target expressions and vocabulary by completing a few example tasks. The topic includes as follows: self-introduction, Korean class, school life, and family &amp; home. After the practice, the students are required to record their practice and turn in their outcome to the instructor. The instructor assesses the students' performance.</p> <p><b>Homework assignments:</b> The homework is completed outside of the class. The homework assignments that the students complete reinforce the grammar and vocabulary covered in class for the targeted topics.</p>

<p>Summary of Assessment Results</p>	<p><b>Exceeding the Learning Outcome:</b>  29 out of 31 students demonstrated proficiency, exceeding the expected outcome by successfully presenting with accurate pronunciation and sentence structures.</p> <p><b>Areas for Improvement:</b>  Two students needed additional support in refining their pronunciations and improving sentence construction.</p>
<p>Reflection on Results</p>	<p>The majority of the students successfully met or exceeded the learning outcome.</p> <p>Students demonstrated a strong ability to compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. The students are able to interact with other peers using the knowledge.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p><b>Create discussion group through outside tool (e.g., Discord APP):</b>  Students will be encouraged to join and create an online community outside of the class. They will share positive comments, highlight new vocabulary they've learned, and offer constructive critiques.</p> <p><b>Office hour session focusing on review on homework assignment:</b>  Special session for discussing and reviewing most common mistakes found on homework. Identify frequent mistakes and clarify rules further. Provide more tasks and examples for further practice.</p> <p><b>Checklist for Presentations:</b>  Provide students with a checklist to ensure all required elements (self-introduction, family details, visual aids) are included in their presentations.</p> <p><b>Connect with Korean community outside of class:</b>  Students are encouraged to join in Korean community and participate in community activities. The opportunity is given to communicate with Korean people using simple phrases or sentences about familiar topics covered in the class.</p>

Done? Please email this form to your dean/manager.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b>          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, 29 Kanji), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, shopping, restaurant, school, dating, daily routine, and invitations.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<ol style="list-style-type: none"> <li>1. Vocabulary quiz assesses knowledge and appropriate use of the vocabulary reflecting in the variety of drills such as pair-works, and core dialogs of each lesson.</li> <li>2. Written Mid-term examination: An individual written and reading performance will be evaluated based on the correct use of hiragana characters, the vocabulary, and sentence patterns.</li> <li>3. Written Final examination: An individual written and reading performance will be evaluated based on the correct use of hiragana and katakana characters, Kanji, the vocabulary, and sentence patterns.</li> <li>4. Oral Final examination evaluates students' producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</li> </ol>
<p>Summary of Assessment Results</p>	<p><b>Exceeding and Meeting the Learning Outcome</b></p> <ul style="list-style-type: none"> <li>o 15 out of 31 students demonstrated proficiency, exceeding the expected outcome by successfully completing the written and oral exams. 13 of 31 students demonstrated proficiency, meeting the expected outcome by satisfactorily completing the written and oral exams.</li> </ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>o One student needed support in oral production, grammar skills, and sentence construction.</li> <li>o Two students failed the course due to the long absences of classes and not taking exams.</li> </ul>
<p>Reflection on Results</p>	<p>Most of the students successfully met or exceeded the learning outcome for this JAPN001. The students who took the oral exam successfully demonstrated their ability to apply knowledge to real-world scenarios and communicate effectively.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>Japanese writing system (Hiragana, Katakana, Kanji) is always challenging for the beginners. Thus, the effective link for stroke order was used. That helped students to write each character properly. Writing homework helped students to write each character accurately.</p> <p>More Kana writing and reading homework will be added in JAPN001 syllabus next year.</p>

Done? Please email this form to your dean/manager.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b>          Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p><b>Students will prepare and deliver a presentation that includes the following components:</b></p> <ol style="list-style-type: none"> <li>1. <b>Self-Introduction:</b> <ul style="list-style-type: none"> <li>○ Introduce yourself by stating your name and nationality.</li> </ul> </li> <li>2. <b>Family Introduction:</b> <ul style="list-style-type: none"> <li>○ Provide details about your family, including how many members are in your family.</li> <li>○ Identify who they are and briefly describe their occupations.</li> </ul> </li> <li>3. <b>Visual Aids:</b> <ul style="list-style-type: none"> <li>○ Enhance your presentation with visual aids such as:               <ul style="list-style-type: none"> <li>▪ Family photos.</li> <li>▪ Hand-drawn illustrations of family members.</li> <li>▪ Animated images with key terms to represent each family member.</li> </ul> </li> </ul> </li> <li>4. <b>Submission Format:</b> <ul style="list-style-type: none"> <li>○ Students may use PowerPoint slides, video recordings, or other approved multimedia tools for their presentation.</li> </ul> </li> </ol>
<p>Summary of Assessment Results</p>	<p><b>Exceeding the Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>○ 35 out of 40 students demonstrated proficiency, exceeding the expected outcome by successfully presenting with accurate pronunciation and sentence structures.</li> </ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>○ Four students needed additional support in refining their pronunciations and improving sentence construction.</li> <li>○ One student failed to include one or more required elements (e.g., family introduction or visual aids).</li> </ul>
<p>Reflection on</p>	<p>The majority of the students successfully met or exceeded the learning outcome for this presentation task.</p>

Results	Students demonstrated a strong ability to derive and present meaning from contextual clues while practicing pronunciation and sentence formation.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	<p><b>1. Incorporate Peer Interaction:</b></p> <ul style="list-style-type: none"> <li>○ Add a <b>discussion board</b> component where students can upload their presentations, watch peers' work, and provide feedback.</li> <li>○ Students will be encouraged to share positive comments, highlight new vocabulary they've learned, and offer constructive critiques.</li> </ul> <p><b>3. Pronunciation Practice:</b></p> <ul style="list-style-type: none"> <li>○ Introduce a brief in-class or online activity dedicated to improving pronunciation before the presentation deadline.</li> </ul> <p><b>4. Checklist for Presentations:</b></p> <ul style="list-style-type: none"> <li>○ Provide students with a checklist to ensure all required elements (self-introduction, family details, visual aids) are included in their presentations.</li> </ul>

Done? Please upload this form into the IIS Faculty and Staff Canvas shell.

# SLOs for F24 FREN D001 Elem French (1st Qtr)

## 40Z Hafid 01076

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p><b>Students must introduce themselves to the rest of the class and talk about their general likes and dislikes in terms of cultural activities, sports, music ...</b>  <b>They have to create and share their story based on the instructor's introduction (on adobe express) included in the prompt and the document on how to express likes and dislikes.</b>  <b>1/ the self-introduction states the name, the nationality, the age and the family situation.</b>  <b>2/ it should mostly talk about the activities (more precisely the liked activities)</b>  <b>3/ the introduction must be enhanced with visual aids (family photos , photos of the activity they enjoy)</b>  <b>4/ Power-Points slides, adobe express, Canva are the platforms that can be used.</b></p>
<p>Summary of Assessment Results</p>	<p><b>Exceeding the Learning Outcome:</b></p> <p><b>Twenty seven out of thirty students demonstrated proficiency, exceeding the expected outcome by including key details such as name, nationality, background, interest in an organized and coherent manner. The delivery was clear, The grammar was correct in general (subject verb agreement, structure of the sentence). The vocabulary was accurate.</b></p> <p><b>Areas for Improvement:</b></p> <p><b>three students needed to work on the word agreement (gender of nouns)</b>  <b>Placement of accents, spelling</b></p>
<p>Reflection on Results</p>	<p><b>Most of the students successfully met or exceeded the learning outcome for this presentation task:</b>  <b>They composed comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.</b></p> <p><b>Some students made minor errors that were allowed as long as the meaning was clear.</b></p>



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Strategies Implemented or Plan to be Implemented (aka: enhancements)	<ul style="list-style-type: none"><li>- Advise the students to do peer editing before submitting the presentations.</li><li>- In a mini lesson following the presentations, discuss common mistakes and explain how to fix them.</li></ul>
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