

# Overview of SLO Process Work for the Division

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (IIS) Arabic	ARBC 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
ARBC 2		<ul style="list-style-type: none"> <li>- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</li> <li>- Develop accuracy and fluency in pronunciation and writing of Arabic letters</li> <li>- Acquire reading and writing comprehension of basic vocabulary and language structure</li> <li>- Learn to use culturally appropriate social greetings and other expressions</li> <li>- Study the culture of and diversity in the Arabic-speaking world</li> </ul>				
		<ul style="list-style-type: none"> <li>- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</li> <li>- Develop accuracy and fluency in pronunciation and writing of Arabic letters</li> <li>- Acquire reading and writing comprehension of basic vocabulary and language structure</li> </ul>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<ul style="list-style-type: none"> <li>- Learn to use culturally appropriate social greetings and other expressions</li> </ul>				
		<ul style="list-style-type: none"> <li>- Study the culture of and diversity in the Arabic-speaking world</li> </ul>				
		<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Demonstrate a deeper grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>				
		<p>Demonstrate a deeper grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>				
		<p>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 Arabic, preparing for a class, school life, shopping</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>and transportation.</p> <p>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 Arabic, preparing for a class, school life, shopping and transportation.</p>				
	ARBC 3	<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p>				
		<p>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>Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	ARBC 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>to one' own culture(s).</p> <p>Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them to one' own culture(s).</p>				
		<p>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>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>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>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>				
	ARBC 5	<p>Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.</p>				
		<p>Compose extended</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of ARABIC-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of ARABIC-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				

ARBC Compose lenghtier and more

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	6	accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Arabic-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Cantones e	CANT 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Develop the native sense of the tone usage of Cantonese pronunciation and demonstrate a working command of essential				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>vocabulary (recognize and reproduce some 150 formal and colloquial 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, interests and leisure activities, family, time and physical appearances.</p>				
		<p>Develop the native sense of the tone usage of Cantonese pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 formal and colloquial 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, interests and leisure activities, family, time and physical appearances.</p>				
	CANT 2	<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Demonstrate a deeper grasp of social protocols and</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 formal and colloquial 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 shopping and prices, commuting, what are they doing, do me a favor and where is it.				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 formal and colloquial 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 shopping and prices, commuting, what are they doing, do me a favor				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and where is it.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	CANT 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial 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 ordering food, the weather, the clothes we wear, traveling				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		experiences and on the telephone.				
		Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 formal and colloquial 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 ordering food, the weather, the clothes we wear, traveling experiences and on the telephone.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	CANT 60A	Demonstrate a cursory grasp of social protocols and contributions of Cantonese-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	CANT 60A	speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
	CANT 60B	Demonstrate a deeper grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
	CANT 60C	Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	CANT 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	CANT 61B	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	CANT 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Cantonese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) French	FREN 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		daily activities and hobbies, expression of (dis)likes and future plans.				
		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.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	FREN 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>to one's own culture(s).            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>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>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>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>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p>				

FREN Compose comprehensible,

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	3	more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		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 scenarios.				
		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 scenarios.				
		Demonstrate an increasingly accurate grasp of social				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
FREN 4		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		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).				
		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).				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>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.</p>				
		<p>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.</p>				
		<p>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>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>FREN 5</p>	<p>Compose extended, paragraph-level discourse about familiar topics to reflect</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	FREN 5	a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		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).				
		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).				
		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.				
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		audiovisual, printed, and electronic media, description and narration in any tense.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	FREN 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		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).				
		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).				
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.				
		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.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
	FREN 60A	Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
FREN 60B		Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
FREN 60C		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).				
		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).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
Dept - (IIS) German	GERM 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		Demonstrate a working command of essential	Oral interview and follow-up discussion, assessed using a			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.	rubric.			
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	GERM 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to on's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to on's own culture(s).				
		Demonstrate a greater working command of essential vocabulary and language				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		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.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	GERM 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Written exam with composition, assessed with a rubric.	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.)	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.	
		Demonstrate a somewhat consistent working command of essential vocabulary and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		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.	Oral questions in German had to be answered by students in writing complete German sentences.	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.	German language students will benefit from access to tutors for practicing oral communication.	
		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).				
		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).	Oral presentation in form of a skit, assessed using a rubric.	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.	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.	
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Written exam that included a text with comprehension questions, assessed using a rubric.	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.	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.	
GERM 4		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		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).				
		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).				
		Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		range of somewhat sophisticated information.				
		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.				
		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.				
		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.				
GERM 5		Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		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).				
		Demonstrate a noticeably accurate grasp of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	GERM 6	Compose lenghtier and more accurate dicourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lenghtier and more accurate dicourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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).				
		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.				
		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.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Hindi	HNDI 1	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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (IIS) Hindi	HNDI 1	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.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.	Written and Oral Test.			
		Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).	Projects, Group discussion, Essay.			
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>contexts.</p> <p>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>oral exam</p>			
		<p>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.</p>				
		<p>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.</p>				
		<p>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.</p> <p>Level 1 Part 2 Complete understanding of</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>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.</p>				
		<p>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.</p>				
		<p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>				
		<p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>	Paper			
HNDI 2		<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible,</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	HNDI 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		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.				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
Dept - (IIS) Intercultural Studies	ICS 10	Analyze the impact of racism and discrimination on the economic and social conditions of African Americans in North America.				
		Analyze the impact of racism and discrimination on the economic and social conditions of African Americans in North America.	Reflective Paper. A paper that reflects on a personal event or experience with African Americans/Blacks and knowledge of African American History and African American Studies. If student identifies as an African American/Black they reflect on their experiences with other African Americans or their experience as an African American/Black person living in the United States.	A = 45%; B = 13%; C = 18%; D = 0%; F = 22%; 76% received a passing grade.	The target goals were met. However, the percentage of students receiving an F was higher than the targeted goal. A major factor in this outcome was due to the fact that 4 out of 5 students who received an F did not do the assignment.	
		Identify the historical forces that gave rise to Black Studies, and areas of study				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>within the discipline</p> <p>Identify the historical forces that gave rise to Black Studies, and areas of study within the discipline</p>	Midterm Examination			
		Show proficiency in use of research methods in the field of African American Studies through the completion of a research paper.				
		Show proficiency in use of research methods in the field of African American Studies through the completion of a research paper.	Research Paper. A paper 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.	A = 27%; B = 4.5%; C = 4.5%; D = 4.5%; F = 59%. 40.5% received a passing grade.	The target goal was not met. 12/13 F's resulted from student's not doing the assignment. The students are also lacking basic writing and research skills and would benefit from supplemental assistance and Basic Skills development.	
ICS 11		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.				
		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.				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		Recognize and understand the African Diaspora and the value of one's cultural heritage.				
		Recognize and understand the African Diaspora and the value of one's cultural heritage.				
		Understand that there is no monolithic experience within the African American community.				
		Understand that there is no monolithic experience within the African American community.				
	ICS 12	Analyze the methodology of selected African-American writers.				
		Analyze the methodology of selected African-American writers.				
		Articulate similarities and differences in content presented by African-American writers				
		Articulate similarities and differences in content presented by African-American writers				
		Compose an annotated bibliography of the major African-American non-fiction writers.				
		Compose an annotated bibliography of the major African-American non-fiction writers.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
ICS 14		<p>Students will demonstrate critical thinking skills by analyzing African American portrayals in films and will identify, analyze and discuss the five dominant depictions of African Americans in the cinema.</p> <p>Methods My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p> <p>Exams The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>				

Students will demonstrate critical thinking skills by analyzing African American portrayals in films and will identify, analyze and discuss the five dominant depictions of African Americans in the cinema.

Methods  
My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th

My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p> <p>Exams The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>	<p>My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p>			
		<p>Students will demonstrate critical thinking skills by analyzing African American portrayals in films and will identify, analyze and discuss the five dominant depictions of African Americans in the cinema.</p> <p>Methods My assessment tools include four papers, one paper analyzing and assessing the impact and evolution of the portrayals of African Americans in an early 20th century film, another paper to the 1930s, the third paper to the 1970's, and the last paper up to a contemporary film.</p> <p>Exams The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>	<p>The tests include one midterm and a final to assess, demonstrate, and evaluate the student's understanding of the impact and evolution of cinematic portrayals African Americans.</p>			
	ICS	Students will demonstrate and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	16A	<p>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>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>Students will identify, critically evaluate, and interpret pre-history up to 1800 African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.</p>				
		<p>Students will identify, critically evaluate, and interpret pre-history up to 1800 African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.</p>				
	ICS 16B	<p>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>Students will demonstrate and apply knowledge of 19th and</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		20th century African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.				
		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.				
		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.				
ICS 17		Analyze and assess solutions to these problems from a variety of traditions.				
		Analyze and assess solutions to these problems from a variety of traditions.				
		Articulate and defend student's own position on at least one issue related to social change.				
		Articulate and defend student's own position on at least one issue related to social change.				
		Demonstrate an application of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		these tools to student's own actions and decisions.				
		Demonstrate an application of these tools to student's own actions and decisions.				
		Identify and analyze the philosophical problems pertaining to critical consciousness and social change.				
		Identify and analyze the philosophical problems pertaining to critical consciousness and social change.				
ICS 18A		Analyze the horrific experience of the Middle Passage for Africans				
		Analyze the horrific experience of the Middle Passage for Africans				
		Critique the role slavery played in American History				
		Critique the role slavery played in American History				
		Evaluate the influence of West African culture on the lives of African Americans				
		Evaluate the influence of West African culture on the lives of African Americans				
		Investigate significant events leading to the Civil War and end of slavery in 1865				
		Investigate significant events leading to the Civil War and end of slavery in 1865				
ICS 18B		Analyze key legislation involving the civil rights of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ICS 18B	African Americans				
		Analyze key legislation involving the civil rights of African Americans				
		Assess the contributions of significant Black leaders in the 20th Century				
		Assess the contributions of significant Black leaders in the 20th Century				
		Evaluate how segregation and racism shaped the lives of African Americans				
		Evaluate how segregation and racism shaped the lives of African Americans				
		Investigate the contributions of African Americans in art, music, literature, political, sports and international relationships.				
		Investigate the contributions of African Americans in art, music, literature, political, sports and international relationships.				
	ICS 20	Be able to analyze significant issues and events in Asian American history.				
		Be able to analyze significant issues and events in Asian American history.	The exams include one midterm and a final to assess their understanding of race, racism, racial inequality, and Asian American history.	Final scores for ICS 20 Fall 2011 100% - 96.5% = A+0 96.4% - 93.0% = A0 92.9% - 89.5% = A-4 89.4% - 86.5% = B+5 86.4% - 83.0% = B2 82.9% - 79.5% = B-8 79.4% - 76.5% = C+5 76.4% - 70.0% = C7 69.9% - 66.5% = D+1	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	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Be able to analyze significant issues and events in Asian American history.	The exams include one midterm and a final to assess their understanding of race, racism, racial inequality, and Asian American history.	66.4% - 63.0% = D2 62.9% - 59.5% = D-2 below 59.5% = F1	curve was shifted to the left.	
		Be able to research and present a significant issue related to Asian American history or contemporary community.				
		Be able to research and present a significant issue related to Asian American history or contemporary community.	A group performance project assesses the student's understanding of a particular aspect of Asian American history.			
		Be able to research and present a significant issue related to Asian American history or contemporary community.	One paper analyzing and discussing a racist incident in their lives and how that relates to their particular Asian American ethnic group.	A+17 A8 A-2 F6 Total33 So 82% got A's and 18% got F's	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.	
		Become aware and engage in Asian Pacific American community activity.				
		Become aware and engage in Asian Pacific American community activity.	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.	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.	I suppose I could make the assignment mandatory but have not had good luck with that including some students just faking the entire assignment.	
	ICS 22	Be able to analyze significant issues and events in the contemporary Asian Pacific American community, with an awareness of Asian American history.				
		Be able to analyze significant	The exams include one			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		issues and events in the contemporary Asian Pacific American community, with an awareness of Asian American history.	midterm and a final to assess their understanding of race, racism, racial inequality, and issues in Asian America.			
		Be able to research and present a significant issue related to contemporary Asian America.				
		Be able to research and present a significant issue related to contemporary Asian America.	A group performance project assesses the student's understanding of a particular issue in Asian America.			
		Become aware and have capacity to engage in Asian Pacific American community activity.				
		Become aware and have capacity to engage in Asian Pacific American community activity.	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.			
ICS 24		Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.				
		Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.				
		Identify multiple cultural and historical issues pertaining to Asian American Pacific Islanders in literature.				
		Identify multiple cultural and historical issues pertaining to Asian American Pacific				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Islanders in literature.				
	ICS 28	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.				
		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.				
		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.				
		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.				
	ICS 29	The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ICS 29	<p>the United States today.</p> <p>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>				
	ICS 30	<p>Students will be able to describe the diversity of titles and identities that are found within the Chicano Community.</p>				
		<p>Students will be able to describe the diversity of titles and identities that are found within the Chicano Community.</p>				
		<p>Students will demonstrate an awareness of historical and contemporary Chicano social movements and their relationship to the greater US society.</p>				
		<p>Students will demonstrate an awareness of historical and contemporary Chicano social movements and their relationship to the greater US society.</p>				
		<p>Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano Communities.</p>				
		<p>Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano Communities.</p>	<p>35 item, two part exam focusing on historical and political experiences of the Mexican people in the United States</p>			
	ICS 31	<p>Student will be able to discuss</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	ICS 31	how and why beliefs, values, assumptions and communications practices interact to shape ways of being and knowing within the Chicano experience.				
		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.				
		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.				
		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.				
		Students will be able to discuss and evaluate the dynamic nature of culture and processes of culture change.				
		Students will be able to discuss and evaluate the dynamic nature of culture and processes of culture change.				
		Students will be able to identify and evaluate the elements of cultural syncretism and their respective role within Chicano experience.				
		Students will be able to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		identify and evaluate the elements of cultural syncretism and their respective role within Chicano experience.				
	ICS 32	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		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.				
		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.				
	ICS 33	Students will be able to identify and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a Art				
		Students will be able to identify and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a Art				
		Students will be able to identify the concept rasquachismo and assess its				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		impact on the sense of aesthetics within Chicano Art.				
		Students will be able to identify the concept rasquachismo and assess its impact on the sense of aesthetics within Chicano Art.				
	ICS 35	Students will be able to analyze and evaluate Chicano/a literature in the sociocultural context of Latino and American literary traditions.				
		Students will be able to analyze and evaluate Chicano/a literature in the sociocultural context of Latino and American literary traditions.				
		Students will be able to assess the history and characteristics of various Mexican American regional literary traditions.				
		Students will be able to assess the history and characteristics of various Mexican American regional literary traditions.				
	ICS 37	Students will be able to access current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.				
		Students will be able to access current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.				
		Students will be able to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.				
		Students will be able to distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.				
		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.				
		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.				
		Students will be able to distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political ideology.				
		Students will be able to distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ideology.				
	ICS 38A	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.				
		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.				
		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.				
		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.				
	ICS 38B	Students will be able to describe the different paths taken by the Independent Nations of Latin America to achieve modernization.				
		Students will be able to describe the different paths taken by the Independent Nations of Latin America to achieve modernization.				
		Students will be able to describe the different paths taken by the Spanish New World Colonies to achieve independence.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will be able to describe the different paths taken by the Spanish New World Colonies to achieve independence.				
	ICS 4	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.				
		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.	Used an end-of-quarter survey with a Likert-type scale to ask students to assess their learning based on the following three statements: 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.	The results of the end-of-quarter student survey were as follows:  Question 1: 2% Strongly Disagree, 0% Somewhat Disagree, 22% Somewhat Disagree, 76% Strongly Agree ==> 98% Agree  Question 2: 2% Strongly Disagree, 2% Somewhat Disagree, 32% Somewhat Disagree, 64% Strongly Agree ==> 98% Agree  Question 3: 2% Strongly Disagree, 4% Somewhat Disagree, 22% Somewhat Agree, 72% Strongly Agree ==> 94% Agree	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."	
	ICS 41	Students will be able to describe the diversity of contemporary identities that are found within American Indian/Alaskan Native Communities.				
		Students will be able to describe the diversity of contemporary identities that				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		are found within American Indian/Alaskan Native Communities.				
		Students will demonstrate an awareness of historical and contemporary American Indian/Alaskan Native social movements and their relationship to the greater US society.				
		Students will demonstrate an awareness of historical and contemporary American Indian/Alaskan Native social movements and their relationship to the greater US society.				
		Students will recognize and evaluate institutional inequality and practices of social justice in the context of American Indian/Alaskan Native Communities.				
		Students will recognize and evaluate institutional inequality and practices of social justice in the context of American Indian/Alaskan Native Communities.				
ICS 42		Student will be able to actively engage in the complex California American Indian multicultural pasts by integrating historical understanding within historical thinking skills.				
		Student will be able to actively engage in the complex California American Indian multicultural pasts by integrating historical understanding within historical thinking skills.				
		Students will be able to assess				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		the pre-historic diversity, histories, cultures and cultural changes of California American Indian peoples.				
		Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of California American Indian peoples.				
	ICS 43	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.				
		Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.				
		Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.				
	ICS 44	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.				
		Student will be able to discuss how and why beliefs, values, assumptions, communication and spiritual practices interact to shape ways of being and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		knowing within the American Indian/Alaskan native experience.				
		Students will be able to identify and evaluate the elements of religious syncretism and its respective roles within American Indian/Alaskan native experience.				
		Students will be able to identify and evaluate the elements of religious syncretism and its respective roles within American Indian/Alaskan native experience.				
	ICS 45	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.				
		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.				
		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.				
		Students will be able to identify the concepts of tradition and cultural continuity and assess their impact on the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		sense of aesthetics within American Indian/Alaskan Native Arts.				
	ICS 46	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.				
		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.				
		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.				
		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.				
	ICS 5	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.				
		Students will apply skills demonstrating their abilities to	Either a series of short papers or a longer research paper			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	analyzing examples of art within either a museum, gallery or community context.			
		Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.				
		Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.	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.			
		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.				
		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.	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.			
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Student presentations and/or student contributions to class dialogue through either group work or class Q and A.			
		Students will identify, examine and authenticate the values,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		experiences and cultural contributions of marginalized populations in the United States.				
		Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.	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.			
ICS 7		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.				
		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.				
		Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.				
		Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.				
		Explain and analyze culture and communication as both affect intercultural interactions,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		particularly stereotyping, prejudice, and discrimination.				
		Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.	blah blah			
		Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.	Scores on Discussion (written answers) of Unit 5 (History, Privilege, Discrimination)			
ICS 8		Critique the multiple identities within ourselves and in the larger society.				
		Critique the multiple identities within ourselves and in the larger society.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Understand and analyze the social construction of race,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				
		Understand and analyze the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				
	ICS 9	Apply theories, concepts, and methodological approaches to studying race and ethnicity in specific American social and historical contexts with an emphasis on analyzing inequality.				
		Apply theories, concepts, and methodological approaches to studying race and ethnicity in specific American social and historical contexts with an emphasis on analyzing inequality.				
Dept - (IIS) International Studies	INTL 10	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.				
		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.				
		Students will critically analyze and evaluate diverse scholarly perspectives in Asian art history.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will critically analyze and evaluate diverse scholarly perspectives in Asian art history.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		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.				
		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.				
		Students will investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.				
		Students will investigate and validate the artistic				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.				
		Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.				
		Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.				
	INTL 11	Compare and contrast the styles, genres and themes of the immigrants' writings and the American born literary expression.				
		Compare and contrast the styles, genres and themes of the immigrants' writings and the American born literary expression.				
		Distinguish and identify the influences of the traditional models of expressions in the vernacular and in the newly adopted language of the immigrant generation.				
		Distinguish and identify the influences of the traditional models of expressions in the vernacular and in the newly adopted language of the immigrant generation.				
		Interpret and analyze the various issues inclusive of cultural, psychological and social aspects as presented and discussed by the second generation of writers (the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		American born generation) in their creative expressions.				
		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.				
		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.				
		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.				
	INTL 13	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.				
		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.				
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Korean American identity and culture.				
		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.				
		Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.				
		Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.				
INTL 19A		Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE.				
		Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE.				
		Students will be able to examine and critique a sample of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE.				
		Students will be able to examine and critique a sample				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE.				
		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.				
		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.				
	INTL 19B	Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE.				
		Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE.				
		Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE.				
		Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE.				
		Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		modern East Asian fine arts and material arts, as they have shaped Modern East Asian aesthetics and artistic sensibilities.				
		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.				
	INTL 21	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.				
		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.	Midterm and final exams composed of written responses to slide identifications.			
		Students will critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history.				
		Students will critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history.	Students will conduct research and write a paper using at least four scholarly sources.			
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary Mesoamerican and/or Andean art and social issues.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		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.	Class presentation addressing either misconceptions or contemporary social issues faced by indigenous artists and communities.			
		Students will investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas.				
		Students will investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas.	Midterm and final exams composed of written responses to questions addressing class readings and slide identification.			
	INTL 22	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.				
		Students will apply skills	Midterm and final exams	Assessment results included	On exams, most students	In-class activities will be

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	composed of written responses to questions addressing class readings and slide identification.	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.	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.	expanded to include more discussions of test examples (artworks) to improve exam scores.
		Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.				
		Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.	Students will conduct research and write a paper using at least four scholarly sources.	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.	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.	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 analyze sources since such methods seem to be useful in preparation of the paper assignment.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.	Students will conduct research and write a paper using at least four scholarly sources.	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.		
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary indigenous art and social issues.	Assessment results include 18 students (out of 42) successfully completing the oral presentation.	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.	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.
		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 indigenous art forms in a current global context.				
		Students will develop an	Class presentation addressing	Assessment results included	The class presentation is not	The instructor was pleased

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.	contemporary indigenous art, stereotypes and/or contemporary social struggles faced by indigenous communities.	18 students (out of 42 total) successfully demonstrating through oral presentations an awareness of contemporary global issues or misconceptions of indigenous peoples.	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.	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.
		Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.				
		Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.	Midterm and final exam include essays in response to class readings and discussion.	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.	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	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.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.	Midterm and final exam include essays in response to class readings and discussion.	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.	this seemed to help them prepare and to apply critical thinking more consistently in their responses.	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.
	INTL 23	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.				
		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.	Group project, discussion, and then presentation			
		Students will critically analyze and evaluate diverse scholarly perspectives addressing Islamic arts and cultures.				
		Students will critically analyze and evaluate diverse scholarly perspectives addressing Islamic arts and cultures.	Visit museum write a Research Paper			
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class participation grade			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		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.	Research and Group Presentation			
		Students will investigate and validate the artistic contributions of Islamic cultures from around the world, critically comparing these contributions from diverse countries of origin.				
		Students will investigate and validate the artistic contributions of Islamic cultures from around the world, critically comparing these contributions from diverse countries of origin.	Exams	h	h	
		Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.				
		Students will write a research	Exams			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.	Exams			
	INTL 24	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.				
		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.	Midterm and final exams composed of written responses to artworks and reading questions.	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.	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.	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.
		Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.				
		Students will critically analyze and evaluate diverse scholarly perspectives addressing	Students research and write a paper using and evaluating four scholarly sources.	Assessment results include 37 students (out of 41) successfully finishing the	The assessment tool was a research paper assignment in response to a museum visit. It	The instructor is planning to restore a library workshop previously used in the class to

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		African arts and cultures.	Students research and write a paper using and evaluating four scholarly sources.	research paper assignment and 18 (out of 41) receiving at least a B on the assignment.	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.	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.
		Students will demonstrate critical thinking and visual literacy skills through oral communication.				
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary African art and relevant social issues.	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 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	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.	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will demonstrate critical thinking and visual literacy skills through oral communication.	Class presentation addressing contemporary African art and relevant social issues.	student success in this area.	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.	
		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.				
		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.	Class presentation addressing traditional African artistic traditions in a contemporary context or through an example of contemporary African art.	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.	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	More class time will be devoted to reactions and discussions following student presentations.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.	Class presentation addressing traditional African artistic traditions in a contemporary context or through an example of contemporary African art.	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.	the final exam. As a result, more class time will be devoted to reactions and discussions following student presentations.	More class time will be devoted to reactions and discussions following student presentations.
		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.	Students are required to work in small groups, participating in class exercises addressing stereotypes and misconceptions of African cultures and arts.	80% of the students were able to complete group assignments and worksheets.	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.	
		Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.				
		Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.	Midterm and final exams include essay responses to questions addressing class readings and slide identification.	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.	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	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

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.	Midterm and final exams include essay responses to questions addressing class readings and slide identification.	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.	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.	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.
	INTL 30	In writing students will explain the origins and trace the development of Islam from its beginnings to the modern age.				
		In writing students will explain the origins and trace the development of Islam from its beginnings to the modern age.				
		In writing students will identify and discuss the original sources of Islam including the Qur'an, the Hadith, and Shari'ah.				
		In writing students will identify and discuss the original sources of Islam including the Qur'an, the Hadith, and Shari'ah.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		In writing students will identify and explain the core beliefs and values of Islam.				
		In writing students will identify and explain the core beliefs and values of Islam.				
		In writing students will identify, discuss and compare and contrast masterworks of Islamic art, architecture, music, poetry and/or prose.				
		In writing students will identify, discuss and compare and contrast masterworks of Islamic art, architecture, music, poetry and/or prose.				
	INTL 5	Students will analyze cultural, political, social and economic dimensions of globalization.				
		Students will analyze cultural, political, social and economic dimensions of globalization.				
		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.				
		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.				
Dept - (IIS)	ITAL 1	Compose comprehensible, simple phrases or sentences				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Italian	ITAL 1	about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>detail.</p> <p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>				
	ITAL 2	<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>				
		<p>Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>				
		<p>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>Demonstrate a greater working command of essential vocabulary and language structures necessary to</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	ITAL 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		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.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		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).				
		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).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	ITAL 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Italian-speaking cultures, by				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		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.				
		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.				
Dept - (IIS) Japanese	JAPN 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.	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.	Most students (29 out of 31) composed five or more sentences. The common mistakes were found in relationals and conjugation of predicates.	I will hold a review session focusing on relationals and conjugation of predicates before the final exam.	
		Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	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).	It seems that the given topics were a little difficult to write about. Many students wrote about the topic of their own choice.	To enhance the students' awareness of Japanese culture, more general, daily related topics including their free choices should be given.	
		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.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally	Speaking: Oral Interview - Students were asked to interact with the rater. Ten questions (regarding such as students family, hometown, its	Most students (28 out of 31) lost points for the wrong usage of relationals and Adjective conjugation. Most students enjoyed interacting	I will hold a review session focusing on relationals and Adjective conjugation before the final exam. I will give a short icebreaker before oral	

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.	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.	with the rater, but some students (5 out of 31) were too nervous to answer.	interviews.	
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.	Reading: Homework Assignment - Students read a dialogue for each lesson that includes the new sentence structures and grammar points they learned, and answer the questions based on the dialogue.	Most students did well on the reading part of the assignment for each lesson.	I will spend a little more time on reading each lesson dialogue in class to enhance the students' comprehension ability.	
JAPN 2		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.	Composition: Final Exam Students were asked to complete sentences which included an inflectional verb ending, a dependent noun and two different types of connectives.	25 out of 30 students received 80 % or higher. The answers had to be both grammatically and semantically correct.	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.	I'll keep giving students writing exercises which require both grammatical and semantic understanding of the Japanese language.
		Demonstrate a deeper grasp				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	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. 1.The relationship between a salesman and a customer in Japan. 2.The relationship between Senpai and Kohai in Japan. 3.Hanami in Japan.	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.	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.	Next time, I'll emphasize that students have to describe ?the Japanese culture? in the instruction.
		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.				
		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	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.	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.	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	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.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		such as sightseeing, visiting friends, shopping, college student's life, telephone, and flower viewing.	Listening: Final Exam Students had to listen to 5 questions given by the instructor and write the answers in the exam.	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.	learned in class.	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.
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	Reading: Final Exam Students read a story about sightseeing in Japan and answer the questions.	Most students did well on the reading part of the exam. 25 out of 30 students received 80% or higher.	The sentence structures used in the story in the exam were from a particular lesson. So, questions must have been easy.	Next time, I'll expand the story by adding more sentence patterns or expressions from several lessons, and let students practice before the exam.
JAPN 3		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working commnad of core vocabulary and lanugae structures.				
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working commnad of core vocabulary and lanugae structures.	Composition: Final Exam Students were asked to create a sentence using a given structure, (Predicate Modifier + Verb + Noun ) and a contrastive connective.	The overall achievement rate was 68%, but scores are dispersed among the students.	The question 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.	Give more writing assignments which require more accumulative knowledge about the Japanese language. Include more review in class activities.
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working commnad of core vocabulary and lanugae structures.	Composition: Final Exam Students were asked to create a sentence using a given structure, (Predicate Modifier + Verb + Noun ) and a contrastive connective.	The overall achievement rate was 68%, but scores are dispersed among the students.	The question 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.	I'll include the writing section in the final exam next time.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working commnad of core vocabulary and lanugae structures.		The overall achievement rate was 68%, but scores are dispersed among the students.	The question 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.	I?ll include the writing section in the final exam next time.
		Compse comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working commnad of core vocabulary and lanugae structures.	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.	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.	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.	I?ll continue to save some time for teaching Japanese culture during the quarter.
		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.				
		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.	Speaking: Group project (Skit) Each group of three students were asked to create a skit dialogue with given sentence structures and 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.	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? grades. One group didn?t do well on creating a skit dialogue in terms of clarity.	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.	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.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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>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>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>	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.	<p>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>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>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>
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	<p>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</p>	<p>Most students received a full-point ?5? on the cultural part on the exam.</p> <p>Among the three topics ?the classroom in Japan,??Indirectness in the Japanese language,? ?Modesty in Japan,? the least students chose ?Indirectness in the Japanese language.</p>	<p>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.</p>	<p>I'll give more examples to explain how the Japanese language affects Japanese culture and vice versa.</p>

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	language b) Modesty in Japan		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.	I'll give more examples to explain how the Japanese language affects Japanese culture and vice versa.
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	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.	23 out of 24 students received a B or above.	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.	
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Reading: Final Exam Students read a dialogue that included the comparative and desiderative structures and answered the questions based on the dialogue	Most students did well on the reading part on the exam. (2 out of 22 students received a C or below.)	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.	Next time I'll use a story instead of a dialogue for the reading section and create longer reading materials for reading exercises.
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	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.	Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story.	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	In order to find out who is having trouble understanding reading, I'll add reading quizzes to vocabulary quizzes before the final.

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	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.	Students read a story based on Lesson 11 that included comparative structures and relative clauses and answered comprehension questions based on the story.	had a hard time understanding the final exam story and how to answer the questions.	In order to find out who is having trouble understanding reading, I'll add reading quizzes to vocabulary quizzes before the final.
JAPN 4		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	A 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.			
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	Students practice and turn in the homework for newly introduced Kanji in each lesson. The accuracy of producing each Kanji is checked.			
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	Students write their personal histories in homework: where they were born, places they have lived, family members, activities they have experienced, hobbies, foods, languages to speak, etc.			
		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).				
		Demonstrate an increasingly accurate grasp of the	Students learn how to put on Japanese traditional kimono			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	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.			
		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).	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,			
		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.				
		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	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			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	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).			
		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.	Each student writes a short paper about Japanese culture related the trip to Japan, history, service sectors, clothes, and change of life style and houses etc.			
		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.	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: 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			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.	Japanese house, Gift-giving custom in Japan.			
		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.				
		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.	Reading comprehension is required in the exams. Students read a short passage and answer true or false questions based on the passage.			
		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.	Students answer questions based on the textbook dialog in each lesson and turn in as homework.			
	JAPN 5	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect	Students practice and turn in the homework for newly introduced Kanji in each			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		a somewhat sustained command of vocabulary and language structures.	lesson. The accuracy of producing each Kanji is checked.			
		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).				
		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).	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,			
		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.				
		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.	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			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>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>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).</p>			
		<p>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>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>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>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 five multiple choice questions: asking days, time, durations, places, and activities of business trip.</p>			
		<p>Derive meaning from texts of greater sophistication, to</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
JAPN 6		Compse longer and more accurate discourse about familiar topics to reflect a sustained commnad of vocabulary and language structures.				
		Compse longer and more accurate discourse about familiar topics to reflect a sustained commnad of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>to use dictionaries.</p> <p>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>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.</p>			
		<p>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>Students create interesting short Haiku-style poems and provide meaningful explanations for their works.</p>			
		<p>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,</p>	<p>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 among the following topics: Going to</p>			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		industry, restaurants, history, student life, climate, and how to use dictionaries.	festival, talking about industry, eating and ordering in restaurant, students' life, college classes, Kanji and Kanji dictionary, and so forth.			
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
JAPN 60A		Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
	JAPN 60B	Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		structures.				
	JAPN 60C	Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	JAPN 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	JAPN 61A	<p>to one's own culture(s).</p> <p>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).</p> <p>Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.</p> <p>Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.</p> <p>Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.</p> <p>Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.</p>				
	JAPN 61B	<p>Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	JAPN 61B	analyzing and comparing them to one's own culture(s).				
		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).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	JAPN 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce longer and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce longer and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Korean	KORE 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		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.				
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		describing people.				
	KORE 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>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>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>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p>				
	KORE 3	<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.</p>				
		<p>Demonstrate a somewhat consistent working command of essential vocabulary</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>(recognize and reproduce at least 400 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>Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 400 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>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).</p>				
		<p>Demonstrate an increasingly accurate grasp of social</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	KORE 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 250 Korean words and expressions) and language				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as indicating possibility and capability, requesting/granting/denying permission, calling a travel agency and buying a plane ticket, giving warnings and asking advice, looking for housing, and giving and responding to compliments.</p>				
		<p>Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as indicating possibility and capability, requesting/granting/denying permission, calling a travel agency and buying a plane ticket, giving warnings and asking advice, looking for housing, and giving and responding to compliments.</p>				
		<p>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>Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and supporting details, and to interpret some subtleties of the text.				
	KORE 5	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 270 Korean words and expressions) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as asking for and giving directions, keeping a journal, following recipes, negotiating prices, expressing hesitation, expressing regrets, reading and composing ads, and talking about stressful events.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 270 Korean words and expressions) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as asking for and giving directions, keeping a journal, following recipes, negotiating prices, expressing hesitation, expressing regrets, reading and composing ads, and talking about stressful events.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	KORE 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>to one's own culture(s).            Demonstrate a steady grasp of the subtleties in the idiosyncracies of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>				
		<p>Demonstrate a sustained command of vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as making suggestions and arranging schedules, reading newspaper articles, describing a car accident, describing someone's personality, cultural differences, Korean superstitions, expressions of encouragement, talking about majors and career goals.</p>				
		<p>Demonstrate a sustained command of vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as making suggestions and arranging schedules, reading newspaper articles, describing a car accident, describing someone's personality, cultural differences, Korean superstitions, expressions of</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		encouragement, talking about majors and career goals.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
Dept - (IIS) Mandarin	MAND 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.	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.			
		Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).	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.			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.	Students need to reply the instructor's letter in Chinese to talk about family members, what food they like the most and etc.			
		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.				
		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.	Pinyin (Pronunciation) Quiz			
	MAND 2	Compose comprehensible, simple sentences about familiar topics to reflect a				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MAND 2	greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.	Mid-Term Exam			
		Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).	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).			
		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.				
		Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary	Mid-Term Exam			

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.	Mid-Term Exam			
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	Mid-Term Exam			
	MAND 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		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-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor.				
		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.				
		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).				
		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).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	MAND 4	Compose comprehensible, paragraph-level discourse				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	MAND 4	about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		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).				
		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).				
		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.				
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		somewhat sophisticated information such as dating, renting an apartment, sports, travel and at the airport.				
		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.				
		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.				
	MAND 5	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		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).				
		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).				
		Demonstrate a somewhat sustained command of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>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>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>Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.</p>				
		<p>Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.</p>				
	<p>MAND 6</p>	<p>Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		medical care, educational systems and environmental issues.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.				
	MAND 60A	Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		topics to reflect a working command of core vocabulary and language structures.				
	MAND 60B	Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
	MAND	Demonstrate an increasingly				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	60C	accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	MAND 61A	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).  Demonstrate an increasingly				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail, and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	MAND 61B	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).  Demonstrate a noticeably				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	MAND 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Persian	PERS 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>to one's own culture(s).</p> <p>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>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>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>				
		<p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>				
	PERS 2	<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Demonstrate a deeper grasp of social protocols and contributions of Persian-</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>increasing amount of detail.</p> <p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p>				
	PERS 3	<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p>				
		<p>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>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>Demonstrate an increasingly accurate grasp of social protocols and contributions of Persian-speaking cultures, by</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		analyzing and comparing them to one's own culture(s).				
		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).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	PERS 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one' own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one' own culture(s).				
		Demonstrate an increasingly consistent command of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.				
		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.				
		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.				
		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.				
	PERS 5	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	PERS 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Russian	RUSS 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Dept - (IIS) Russian	RUSS 1	vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	RUSS 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>inquiries.</p> <p>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.</p>				
		<p>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>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.</p>				
	RUSS 3	<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.</p>				
		<p>Demonstrate a somewhat consistent working command of essential vocabulary and</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		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.				
		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).				
		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).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	RUSS 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	RUSS 61A	<p>them to one's own culture(s).</p> <p>Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.</p> <p>Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.</p> <p>Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.</p> <p>Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.</p>				
	RUSS 61B	<p>Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures,</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	RUSS 61B	by analyzing and comparing them to one's own culture(s).				
		Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
	RUSS 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Spanish	SPAN 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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, and leave taking; description of family members, daily activities and hobbies; expressions of (dis)likes and of future plans.				
		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, and leave taking; description of family members, daily activities and hobbies; expressions of (dis)likes and of future plans.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
	SPAN 110A	Demonstrate a cursory grasp of social protocols of Spanish-				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	SPAN 110A	speaking cultures necessary for communication in professional health care contexts, such as (in)formal forms of address, use of last names, importance of extended family, use of slang terms, and gender-specific roles/behaviors.				
		Demonstrate a cursory grasp of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts, such as (in)formal forms of address, use of last names, importance of extended family, use of slang terms, and gender-specific roles/behaviors.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, simple and high-frequency information in professional health care situations such as making appointments, associating symptoms with parts of human anatomy, and conducting intake interviews of patients' chief complaints.				
		Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, simple and high-frequency information in professional health care situations such as making appointments, associating symptoms with parts of human				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		anatomy, and conducting intake interviews of patients' chief complaints.				
		Derive meaning from short, simple medical texts such as brochures and websites, relying on contextual clues to extract the gist and some detail, so as to be able to share with patients.				
		Derive meaning from short, simple medical texts such as brochures and websites, relying on contextual clues to extract the gist and some detail, so as to be able to share with patients.				
	SPAN 110B	Demonstrate a deeper grasp of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts, such as folklore medicine (midwives, healers, remedies, diets).				
		Demonstrate a deeper grasp of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts, such as folklore medicine (midwives, healers, remedies, diets).				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of simple and high-frequency information in professional health care situations such as explaining medical procedures to patients				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		and giving them instructions, requesting somewhat in-depth answers during intake interview, and associating more illnesses/symptoms with anatomy.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of simple and high-frequency information in professional health care situations such as explaining medical procedures to patients and giving them instructions, requesting somewhat in-depth answers during intake interview, and associating more illnesses/symptoms with anatomy.				
		Derive meaning from short, medical texts such as brochures and websites, relying on contextual clues to extract the gist and an increasing amount of detail, so as to provide more explanations and answers to patients' questions.				
		Derive meaning from short, medical texts such as brochures and websites, relying on contextual clues to extract the gist and an increasing amount of detail, so as to provide more explanations and answers to patients' questions.				
	SPAN 110C	Demonstrate a somewhat consistent command of essential vocabulary and language structures necessary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
SPAN	110C	to request and provide, orally and in writing, a more complex/abstract range of information within high-frequency, health care settings such as patient education programs.				
		Demonstrate a somewhat consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information within high-frequency, health care settings such as patient education programs.				
		Demonstrate an increasingly accurate grasp and a wider range of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts.				
		Demonstrate an increasingly accurate grasp and a wider range of social protocols of Spanish-speaking cultures necessary for communication in professional health care contexts.				
		Derive meaning from longer, simple medical texts such as brochures and websites, relying on contextual clues to extract main ideas and supporting details to share in some depth with patients.				
		Derive meaning from longer, simple medical texts such as brochures and websites, relying on contextual clues to extract main ideas and				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		supporting details to share in some depth with patients.				
	SPAN 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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 Spanish, preparing for a class, school life, shopping and transportation.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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 Spanish, preparing for a class, school life, shopping and transportation.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	SPAN 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		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).				
		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).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	SPAN 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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).				
		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).				
		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.				
		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.				
		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.				
		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.				
	SPAN 5	Compose extended, paragraph-level discourse				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	SPAN 5	<p>about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.</p> <p>Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.</p> <p>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>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>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 such as points of view after exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.</p> <p>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 such as points of view after</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.				
	SPAN 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		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 such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.				
	SPAN 60A	Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in high				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple oral discourse in high frequency situations on familiar topics, relying strongly on contextual clues to extract the gist and some detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a working command of core vocabulary and language structures.				
	SPAN 60B	Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple oral discourse in an increasing range of high frequency situations on				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures.				
	SPAN 60C	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).				
		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).				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Derive meaning from increasingly complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.				
		Produce comprehensible, more complex speech about				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
		Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.				
	SPAN 61A	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.				
		Derive meaning from oral discourse in an expanding range of topics in high frequency situations, relying less on contextual clues, to extract main ideas and supporting detail and to interpret some subtleties in the discourse.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		consistent command of vocabulary and language structures.				
		Produce speech of greater length and complexity about an expanding range of topics, to reflect an increasingly consistent command of vocabulary and language structures.				
	SPAN 61B	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).				
		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).				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures.				
		Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		command of vocabulary and language structures.				
	SPAN 61C	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
		Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.				
Dept - (IIS) Urdu	URDU 1	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		extract the gist and some detail.				
	URDU 2	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.				
		Demonstrate a deeper grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a deeper grasp of social protocols and contributions of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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 Urdu, preparing for a class, school life, shopping and transportation.				
		Demonstrate a greater working command of essential vocabulary and language structures necessary to				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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 Urdu, preparing for a class, school life, shopping and transportation.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
URDU 3		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		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.				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of social protocols and contributions of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	URDU 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one' own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one' own culture(s).				
		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.				
		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.				
		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.				
		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.				
	URDU 5	Demonstrate a noticeably accurate grasp of the				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	URDU 5	<p>subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Urdu-speaking cultures, by analyzing and comparing them to one's own culture(s).</p> <p>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.</p> <p>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.</p> <p>Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.</p> <p>Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.</p>				
	URDU 6	<p>Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.</p> <p>Compose lengthier and more accurate discourse about</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		familiar topics to reflect a sustained command of vocabulary and language structures.				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a steady grasp of the subtleties in the idiosyncracies of URDU-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS)	VIET 1	Compose comprehensible, simple phrases or sentences				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
Vietnamese	VIET 1	about familiar topics to reflect a working command of core vocabulary and language structures.				
		Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.				
		Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		<p>detail.</p> <p>Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.</p>				
	VIET 2	<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.</p>				
		<p>Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>				
		<p>Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).</p>				
		<p>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>Demonstrate a greater working command of essential vocabulary and language structures necessary to</p>				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
		Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.				
	VIET 3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.				
		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.				
		Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.				
		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).				
		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).				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
		Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.				
	VIET 4	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of vietnamese-speaking				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		cultures, by analyzing and comparing them to one's own culture(s).				
		Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).				
		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.				
		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.				
		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.				
		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.				
	VIET 5	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
	VIET 5	command of vocabulary and language structures.				
		Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.				
		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).				
		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).				
		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.				
		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.				
		Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
		Derive meaning from texts of				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.				
	VIET 6	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.				
		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).				
		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).				
		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.				
		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.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
		Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.				
Dept - (IIS) Women's Studies	WMST 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.				
		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.				
		Students will research local organizations which support women's goals, and engage in community activities.				
		Students will research local organizations which support women's goals, and engage in community activities.				
	WMST 28	The student will analyze and critique social inequality in the United States and the world using key sociological theories and concepts.				
		The student will analyze and critique social inequality in the United States and the world using key sociological theories and concepts.				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical and institutional processes on groups and individuals, including one's own experiences.				
		The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical and institutional processes on groups and individuals, including one's own experiences.				
		The student will distinguish sociology, its perspective and methods, from other sciences.				
		The student will distinguish sociology, its perspective and methods, from other sciences.				
		The student will practice and display empathy, known in sociology as taking-the-role-of-the-other.				
		The student will practice and display empathy, known in sociology as taking-the-role-of-the-other.				
	WMST 30	Students will analyze women's engagement in community, local, state, national and global actions leading to greater access to resources by women and nondominant peoples.				
		Students will analyze women's engagement in community, local, state, national and global actions leading to greater access to resources by				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		women and nondominant peoples.				
		Students will engage with a group to take action to further women's political involvement.				
		Students will engage with a group to take action to further women's political involvement.				
	WMST 8	Critique the multiple identities within ourselves and in the larger society.				
		Critique the multiple identities within ourselves and in the larger society.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Explain the role of key historical events that shaped the present situation of Women of Color in the U.S.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Recognize the ways in which we have privilege and oppression. Investigate how we alternately behave as oppressors and as the oppressed.				
		Understand and analyze the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				
		Understand and analyze the social construction of race,				

Unit Name	Course/Service ID	Student Learning Outcome (SLO)	Assessment Method	Assessment Data Summary	Reflection and Analysis	Enhancement/Action
		class, gender, and sexuality and the impact of racism, sexism, classism, and heterosexism on Women of Color in the U.S.				