

Select your Division	Enter the name of your department	Enter the name of the course with section. For example, MATH 22-50Z	Enter CRN# for course	Enter SLO Statement(s) As it (they) appear on the Course Outline of Record. You may assess one or more at a time.	Academic Year	Quarter of Assessment	Modality of class	Method of Assessment	Elaborate on Assessment Method	Number of students exceeding expectations	Number of students meeting expectations	Number of students approaching expectations	Number of students who do not meet this/these outcome(s)	N/A Not Applicable (withdrew, absent, ...)	Reflection	Enhancement/Action
Language	Communic	COMM 15	35247	SLO 3: Demonstrate communication	2021-2022	Winter	Online - As	Project	Meeting Minutes and Agenda submitted for, as attendance during, weekly group check-in sessions	10	9	5	0	6	<p>The grade on the assessment item was a simple 'pass/no pass' item and was only returned for revision if certain components were missing. Most groups returned meeting agenda and minutes that clearly laid out the expectations of the meeting (for the former) and summarized attendees present, what occurred during the meeting and showed a successful facilitation of the meeting.</p> <p>Two groups in particular (a total of 10 students) submitted exceptionally detailed meeting minutes, hence 'exceeding expectations' while the other half submitted adequate meetings. One group consistently had trouble with this assignment and had to be asked to resubmit on multiple occasions. The 6 N/A were students who withdrew from the course (thus leaving their groups).</p>	Although a sample of the meeting agendas are provided for people to observe, meeting minute samples are sparse and the explanation on how to do them are not as clear as they should be in the course. For future quarters, an explanation, rationale, and clear samples of meeting agenda will be provided.
Language	Communic	COMM 16	35248	SLO 1: Analyze and assess communication	2021-2022	Winter	Online with	Other	A "Media Analysis Paper" - students in Comm-16 were asked to choose an interpersonal relationship represented in popular media (books, television, movies, etc.) and to use course concepts to analyze the narrative arc of this relationship, including the stages and phases of the relationship development; how trust, emotional intelligence, and conflict management influenced the relationship; and how power impacted the course of the relationship.	6	10	4	0	2	<p>This assignment works well as a way to analyze and assess communication patterns in a variety of interpersonal contexts. Using a relationship keeps the analysis fairly neat and tidy, as there are no unknowns or complex variables to take into account; the viewer knows all there is to be known. As such, it's a great way to demonstrate students ability to apply course concepts to analyze an interpersonal relationship.</p>	This assignment may work well paired with a lower stakes reflection paper, where students are asked to apply similar concepts to a relationship in their own life. This would be far messier, since we have limited perspective to our own lives and our lives are more complex than mediated relationships, but this reflection paper could potentially be framed to highlight that appreciating the messiness is more important than perfectly applying course concepts.

Language	Communi	COMM 1	35484	Demonstrate effective listening sk	2021-2022	Winter	Online with	Demonstr	Each student gave a peer-response to an assigned speaker for a Tribute/Demonstration, Informative, and Persuasive speech (3 peer-responses per student).  Since speeches were presented on Zoom/camera, we kept the process simple:  1.) Evaluator would be assigned a speaker to evaluate.  2.) After listening to speech, evaluator would share two strengths and two suggestions with the speaker via private chat message.  3.) Optional follow up conversation may occur in breakout room.	3	27	3	0		Although this process was simple on instructor/students, it was based on private messaging to maintain confidentiality of feedback. As a result, feedback was not transparent to the instructor. I've thought about making the feedback visible to everyone (not private message), yet that would minimize student confidentiality and may make students uncomfortable, especially if it was a poor speech. I believe the most meaningful feedback occurs when it's a dialogue between two students or in a small group discussion.	Since I'm teaching on campus, peer-responses will be done both one-on-one (written/oral) and in small groups (oral). If I ever teach online again, feedback may be structured as a Canvas assignment or small group discussion in a breakout room.
Language	Communi	COMM 8	35222	SLO 4: Demonstrate the use of cri	2021-2022	Winter	Online - As	Presentati	The final assignment for this class is a policy debate that also includes cross examination. Students select a topic and do research on a policy issue, and prepare cases for both sides. During the debate, which was held through Zoom, students present for 6 minutes, and then engage in 2 minutes of cross examination from the opposing side. Students are also expected to ask at least one question during the debate. This assessment is whether students were able to formulate a relevant and well-phrased question that engages with one of the issues in the debate, as well as respond to questions asked by the other side.	4	12	5	4	6	The use of cross examination during an online debate has proven tricky, as this is the most interactive component of the assignment, as well as the class. A small number of students were able to ask truly inciteful questions and respond with cogent, well-phrased answers, and a larger group was able to at least ask relevant questions and provide sound responses. Some students tried to do this, but either strayed off topic or were unable to articulate themselves clearly, and some students simply failed to either ask or answer questions.	Enhancement/Action: Although the use of cross- examination in debate is discussed in the class, and students are asked to watch a short video on cross-examination, this topic will need to be expanded. Having students do an exercise on asking appropriate questions and listening critically will be included in the in-person section of COMM 8 this Fall. For the online section, additional material will also need to be included, although doing a more interactive type of exercise will prove challenging, as the class only meets through Zoom for the two debate assignments.
Language	Communi	COMM 9	24375	Compose well-organized critical e	2022-2023	Fall	Online - As	Project	Essay #3: Students complete an analysis essay where they pose a research question, examine a contemporary issue, then evaluate the strength of arguments and evidence presented (utilizing criteria such as the CRAAP test), identify and explain key warrants and types of reasoning, describe logical fallacies (if applicable) and assess which rhetorical appeals are most prevalent in the argument. Essay is 1750-2000 words and utilizes APA style citations and formatting.		20	6	0	2	The results have been more promising compared to previous quarters, though this is due in part to more students taking on the opportunity to revise. Requiring that students visit the tutoring center (online or on site) helps tremendously. Students are getting better at assessing rhetorical appeals and evaluating the strength of evidence compared to previous terms, but describing warrants remains a challenge for some – though most get it in a revision.	More consideration needs to be given in how reasoning and warrants are taught. Although the material is covered in depth, it is something that requires a certain level of critical thought and has ambiguity, which many students struggle with. A quiz, or more focused activities on this concept in addition to open discussion may help students

Language	Communic	COMM 70	27155	SLO 2: Examine how organizations	2022-2023	Fall	Hybrid (so	Other	<p>Students were required to answer the following prompt and engage in discussion on Canvas as well as in a small group in-person during class:</p> <p>Choose a company that you admire or work for. How would you describe their core values? (Do your research. Include a description of the company's Mission Statement or Core Values. Copy and paste this statement from the company website at end of Response).</p> <p>In what ways do you think the company lives up to these core values? How does the company go against its own values? Provide specific examples or anecdotes.</p> <p>Guidelines: Minimum 250 words / Include 2 brief quotes from Mission Statement / 3 C's: Completeness, Connections,</p>	15	2	5	3	0	<p>This is an engaging response to read because students reflect on either an organization they work for (often Starbucks and retail stores) or a company they wish they worked for (often Apple or Google). As students examine organizational identities and ideologies by analyzing the core values of the mission statement, they develop a better understanding of what companies preach and what they actually practice. The most dynamic discussions occur in class when students often end up ranting about poor management or the realities of dealing with difficult customers. In other words, written organizational ideology does not always reflect company culture or communication processes.</p>	<p>Since this is the first of eight response papers, students may be a bit reluctant to critique corporate mission statements or challenge their classmates in discussion. Perhaps I could suggest students tie in more provocative themes that relate to organizational identity, such as performance activism or virtue signaling. Although such a discussion would be more profound, facilitating it would bring in more politics and personal bias. For that, my facilitation skills need to be developed a bit more.</p>
Language	Communic	COMM 8	24372	SLO 1: Critically evaluate the reasons	2022-2023	Fall	Hybrid (so	Presentati	<p>The third and final short speaking exercise that students do in this class is focused on the concept of the logical fallacy, or reasoning fallacy. Students need to select a fallacy, explain it briefly to the class, and provide several examples to illustrate how the fallacy works. This assessment seeks to determine whether students have understood the reasoning fallacy that they selected and can explain it clearly to the class, and whether they can apply it to one or more relevant examples.</p>	9	5	3	0	1	<p>Students did well on this assignment, and were generally able to select a reasoning fallacy, explain it well to the rest of the class, and offer several examples to illustrate. A few students struggled with the explanation of the fallacy, and some offered examples that weren't as relevant or well explained.</p>	<p>This assignment is often cited as one that students enjoy and are successful with, and this class was no exception. We discuss the topic of logic and reasoning the week before, and I also share some insight into the fallacy concept the week that we do this presentation. I also share some of the numerous resources that are available on the topic. Continuing these discussions and maybe expanding the resources available will be my goal for the rest of the year.</p>
Language	Communic	COMM 10	24379	SLO 2: Evaluate the effectiveness	2022-2023	Fall	Hybrid (so	Presentati	<p>Students were asked to place themselves in the role of instructor to demonstrate their mastery of the subject, while also using personal examples to unpack the content. Students selected a concept/term from the text to explain to their peers using a personal example to guide their explanation. Students worked in small groups to deliver a short presentation on their selected term. Afterwards, students were provided with oral feedback from their peers on their performance and ability to adequately/correctly explain the concept/term in an effective manner. Students also provided feedback to one another using a Likert type scale. The S.A.T. was used to examine the principles of human communication to communicate effectively in interpersonal and group contexts.</p>	17	4	3	3	0	<p>The first time I completed the activity students were not prepared, which disrupted the activity as a whole and I wasn't prepared to salvage the activity at the time, so it did not go well. However, we had a discussion afterwards and were prepared for the second run through of the activity. They collectively did well on the activity. I really like the idea of students teaching students in terms they find relatable and using personal examples as it makes the curriculum more transferable. But I also believe there is room for improvement.</p>	<p>In the future, when assessing SLO 2 I could incorporate a type of study guide which requires students to correctly identify terminology used in the text communication. Or since the students are already in groups during this period, incorporate a type of jeopardy or gameshow like activity for students to complete as a team, then require them to submit a reflection after on how well they feel they helped their team and what they could do to improve or contribute within a similar interaction in the future. They could also address challenges they faced during the activity and provide an improved solution as to how they could've handled the situation individually or as a group.</p>

Language	Communic	COMM 15	24393	SLO 1: Evaluate the effectiveness	2022-2023	Fall	Hybrid (so	Other	Students facilitated a discussion. This assignment was completed after the Difficult Dialogues Group Speech. Each person in the class facilitated a small group discussion about their Difficult Dialogues Speech topic. The facilitators created neutral but thought-provoking dialogic questions about their topic, and they presented their questions to five students that were not in their original Difficult Dialogues Speech group. Each person in the group provided responses to the questions while the facilitator took notes. The facilitator then presented the key points back to the class.	12	9	5		2	For the most part, the students did a great job creating dialogic questions that encouraged multiple opinions and perspectives to be heard. Some of the groups only discussed 1-2 questions because the conversation became so deep. Other groups ran through all the questions very quickly and were waiting for other groups to finish.	In the future, I would have students submit their questions to me in advance so I could give them feedback before they present to the group. In the past, I also had each group member present feedback on the facilitator's questions, their facilitation skills, and the discussion. I eliminated that portion of the assignment this quarter because it took additional time, and since we only met once a week, time was extremely limited. In the future, I would add this element back into the assignment, but have them submit their peer feedback online after class.
Language	Communic	COMM 7	48142	SLO 2: Evaluate and assess his/her	2022-2023	Spring	Hybrid (so	Other	a. In a short paper, students were asked to describe their communication style specific to a culture they belong. They were also asked to identify a communication problem that may occur with another cultural group because of their communication style. Finally, they were asked how they might adapt or address this communication problem.  b. To help students understand various communication styles and adequately answer they prompt, they were asked to read several articles which included items on: Language and Culture, Verbal Communication, High and Low Context Communication, and were provided a handout on Language and Communication Styles.	31	2	1	3	Upon completion of this activity, I would say I am satisfied with the outcome. There are several small assignments built into the course which require students to reflect on culture specific verbal/nonverbal communication. This assignment provides students an opportunity to really evaluate how they navigate within the world and think about what implications their communication style can have on themselves and others through evaluation and reflection.	Students who didn't meet the outcome simply didn't submit the work and those that approached the outcome or simply met it didn't answer the entire prompt. What they did share was correct, but again they failed to answer some items. Something I could change to address this issue would be to change how the directions of the assignment are laid out in Canvas. That could be the reason why they didn't answer certain portions of the prompt.	
Language	English	EWRT2-20	34064	3. Demonstrate analysis, comparis	2022-2023	Winter	Hybrid (so	Other	Research Paper	14	8	4	2	3	My goal is that every student should succeed in writing an excellent research paper. Although the majority of students did succeed in this, two students did not, and 3 have withdrawn. My wish is to reduce these numbers to zero.	I have to think of ways to start the research paper discussion earlier than I do. We start reading the book, which is the launchpad for the paper, a little before halfway through the quarter. The research paper can be started after they have some familiarity with the book, and this process of gaining familiarity has to start earlier than it does.
Language	English	EWRT2-20	34064	1. Apply critical thinking skills to w	2022-2023	Winter	Hybrid (so	Other	Group Reading and Writing Assignments	20	7	1	0	1	Most of the students did quite well in these group reading and writing assignments, but one student could not complete the assignments; this student did not want to work in groups because of a documented reason, so they worked by themselves, but the workload meant for a group was too much for her to handle alone. Another student did not submit because she had stopped attending class and doing classwork for some time due to personal reasons.	I have to work on modifying group work for those students who cannot work in groups. Group work is great for team-building, distributing the work, and for students learning from each other, but it can be difficult for some students. I try to excuse students from group work if they can give me a documented or otherwise valid reason for avoiding group work. Some students do have accommodations that might excuse them from group work. I have to give some more thought and planning to accommodate students who cannot do group work due to such reasons.

Language	English	EWRT1A-300854	1.Practice writing as a multi-step	2022-2023	Fall	Hybrid (so	Portfolio R	The students were asked to choose any two assignments they did for their EWRT1A class. They needed to combine those assignments in one file, and in the same file, include a cover letter in which they explain what they learned through these two assignments about reading and writing issues and about their own reading-writing process. The file contained these 3 documents in the order listed here: (a) the cover letter, (b) the first assignment they chose, (c) the second assignment they chose. They were also required to show up at a Zoom meeting on Wednesday, December 14 at 1:45 PM on their final exam day. The meeting's designated end time was 3:45 PM. During the Zoom meeting, they were expected to talk about what they included in their portfolio and why they included those	20	1	2	0	4	Although 23 students successfully fulfilled the learning outcome, 4 students gave up and did not submit the portfolio. 3 of them had given up earlier and 1 gave up later due to reasons I could not figure out.	I plan to use Early Alert much earlier and for any student who does not submit any assignment, even if it is just one or two. One student who was doing quite well gave up near the very end, and even though I tried to reach out to them, they were not responsive. I have to use early alert later as well if it is possible and if it could help a student.
Language	English	EWRT 1A-45796	Practice writing as a multi-step pr	2019-2020	Spring	Online - As	Portfolio R	For their end of quarter portfolio, Students wrote a reflection essay on how their writing has evolved over the course, including multi-step drafting. They also included essays they had written to show the result of drafting and editing.	12	1	0		2	This was during a COVID quarter, and there seemed evidence of Zoom and online asynchronous fatigue. A number of students did not turn in enough assignments to pass, and a number of students stopped showing evidence of active participation in class (e.g. logging into Canvas) which resulted in a higher number than pre-COVID of W grades.	In the post-COVID era, teach 1A as a Hybrid class where there's more community building in the class. And an asynchronous class, perhaps try surveying the students more frequently.
Language	English as	ESL 244/4726715007	SLO 2: Write a group of topic relat	2023-2024	Fall	Hybrid (so	Demonstr	Students were given a writing prompt related to the grammar unit (Simple Past Tense) they were studying. Students were instructed to write a minimum of 5 sentences using the tense during the class. The instructor gave them time review and revise their writing. The instructor collected the writing assignment and graded them.			19	2	5	Overall, students performed to expectations. Although they made a number of grammar errors (e.g. articles, prepositions, conjunctions) in their compositions, most students did not make simple past tense errors, which was the focus of the assessment.	I will continue to teach the grammar lessons using student-centered activities and include the online grammar lab exercises, which are aligned to the grammar units in the textbook.
Language	English as	ESL 244/400774/267	Comprehend, analyze, and respon	2023-2024	Fall	Hybrid (so	Exam – Co	Students completed the grammar, listening, reading, and writing activities which focused on simple present and present progressive tenses. The instructor played a recording in the classroom and students were given a multiple-choice quiz on paper. The quiz questions and answers were designed for students to have a strong understanding and accuracy of the simple present and present progressive tenses.		18	6	3	0	Overall, students performed well on the listening comprehension quiz. Students clearly showed their knowledge and accuracy of simple present and present progressive tenses.	I will continue to use student centered activities as well as to integrate the four language skills, reading, writing, listening, and speaking in each class before I assess their knowledge and accuracy of the grammar focus. I will also continue to have the students work on the online language/grammar lab exercises, which are aligned with the textbook used in the class.
Language	ESL	ESL 234/400678	Student Learning Outcomes1.Co	2022-2023	Winter	Hybrid (so	Presentati	Quizzes, midterm, final on grammar, reading, writing. Oral presentations in class Quizzes and activities using online software for grammar and listening/speaking Listening and Speaking center required hours for workshops/practice	3	10	4	3	4	I think this class is going well. The texts, assignments, and materials are appropriate and helpful The students who are passing are ready to move on to the next level. Some students are struggling with homework and assignments. Some students do not come to class regularly. A few don't come at all now.	I think the hybrid model is an excellent modality for this class. We just need to make it clear that students are required to come to class four days a week. They cannot only attend the online days.

Language	ESL	ESL D272.1	37575 and	• Demonstrate comprehension of	2022-2023	Winter	Online - A	Exam – Co	Students take midterm, final, quizzes, and write summaries.	1	3	5	6	2	Asynchronous classes are great for students who have good study skills and are diligent and have good time management. They aren't effective for students who have lower skill sets and who cannot manage their time.	Make sure students know that they can repeat the class. Continue to direct them to Writing and REading Center tutors and my office hours.
Language	ESL	ESL 261	00701	1) Produce comprehensible low adv	2022-2023	Fall	Online with	Exam – Co	I also use presentations, student discussions, homework, and listening journal assignments to assess the SLOS.	3	11	0	0	2	It seems like most of the students in this class met or exceeded expectations. I would hope that in the future all would.	I want to teach my heart out, so that more and more students in the future will meet or exceed expectations. That is why I love teaching.
Language	ESL	ESL 5.01Z	47321	* Analyze and evaluate college-leve	2022-2023	Spring	Online - A	Demonstr	In addition to quizzes, students are assessed in their demonstration of skills and knowledge learned by writing essays and reflecting by writing participating in online discussions and other homework assignments.	24	24	24	2	6	Despite teaching an asynchronous class, students appear to be quite engaged and motivated. Several students communicate with me through email, office hours and via Canvas assignments and I've been able to respond quickly. Most of the students are well within meeting the expectations of the SLOs for this course.	Due to personal reasons (a married couple who had a baby mid-quarter), 2 students may not pass/complete the course.
Language	ESL	ESL D261.0	00701	Produce comprehensible low adv	2022-2023	Spring	Online with	Exam – Co	Quizzes, midterm, final, homework, speeches, listening journals, Class participation.	12	12	12	1	0	Students seemed to do very well.	My action going forward would be to try to help ALL students to pass.
Language	ESL	ESL D461.0	47740	Produce comprehensible low adv	2022-2023	Spring	Online with	Exam – Co	Quizzes, midterm, final, homework, speeches, listening journals, class participation.	16	16	16	2	2	Overall, students seemed to do very well.	My action going forward would be to try to help ALL students to pass (although I know I cannot control for absences or for lack of student work).
Language	ESL	ESL 273-4	00729	* Write well-developed essays tha	2022-2023	Spring	Face-to-Fa	Portfolio R	Final Portfolio includes three essays (a take-home, an in-class, a final reflective essay)	5	13	4	3	3	Strong improvements on grammar and writing processes. Weak in-class writing still. Spike in usage of AI writing tech. Outlining and organizing ideas before writing was key for students.	Students could benefit from more focused reading of the textbook; difficult to encourage students to read carefully at home. However, using class time to read is inefficient and redundant for students who already read at home. Needs more interactivity for reading assignments.
Language	ESL	ESL 274-1	46287	1. Critically read and discuss vario	2022-2023	Spring	Online with	Exam – Co	Final essay used to assess academic writing	10	5	2	0	8	Perhaps because it is an elective course, students were more motivated. Lots of interaction with content. Few spikes in AI writing tech compared to required writing courses.	Modality proved difficult for in-class assessments, especially essays. Would greatly benefit from face-to-face or hybrid modality.
Language	ESL	ESL 255/4	47720 and	STUDENT LEARNING OUTCOMES (	2022-2023	Spring	Face-to-Fa	Exam – Co	* 3 formal writing assignments (narrative composition, compare & contrast composition, argumentative composition). Two were in-class; one was take-home. * Students practiced editing and revising their own writing * Reading exams - combination of multiple choice and short answer response where students were asked to cite evidence from the text as well as connect the reading to their own lived experience. * Grammar exercises * Reading Journal - students were asked to summarize and respond to 2 news articles of their choosing	5	13	6	2	2	This was my first time teaching this class. I'm excited to teach it again next quarter. I now have a better idea of what students are capable of and where they need support.	I'd like to incorporate more editing and revision next quarter. I also hope to do more reading reflections (both orally as a class discussion and in Canvas as a writing exercise).
Language	ESL	ESL 260A-0	37973	1. Demonstrate knowledge of the	2022-2023	Winter	Online with	Exam – Co	Quizzes, midterm, final exam, recordings	1	2	1	2	3	Many of those who failed or withdrew came from adult school and their English was not proficient enough to succeed in this class.	I will assess their English proficiency early on in the quarter.
Language	ESL	ESL 251-0	00682	Produce comprehensible high-inte	2022-2023	Spring	Online with	Presentati	Students made weekly video recordings using the Flip video discussion tool on assigned topics with clearly defined specific requirements. In addition, students viewed classmates' videos and posted video responses.	6	12	2	2	2	Assessment is accessible and effective.	I will delete and replace one assignment because I was unhappy with the results. Students did not seem to understand the topic or prompt clearly. I will also edit some language in other prompts to make assignments more effective.

Language	ESL	ESL 261-4500706	Produce comprehensible low adv	2022-2023	Spring	Online with Presentati	Students made weekly video recordings using the Flip video discussion tool on assigned topics with clearly defined specific requirements. In addition, students viewed classmates' videos and posted video responses.	8	11	2	2	3	Assessment was accessible and effective.	will delete and replace one assignment because I was unhappy with the results. Students did not seem to understand the topic or prompt clearly. I will also edit some language in other prompts to make assignment more effective.
Language	ESL	ESL 244.0222438 and	Write a group of topic-related sen	2023-2024	Fall	Face-to-Fa Other	The students had to write a paragraph of topic-related sentences about an experience. They needed to begin with a main idea sentence and practice with specific vocabulary and tenses that are part of the ESL 244/444 curriculum.	13	5	0	2	1	The paragraph assignment went well. The students showed their ability to write a paragraph on one topic. For the most part, they showed an understanding of the required tenses and vocabulary.	As a follow-up, all of the students had to do a revision of the graded paragraph. They were able to make corrections and additions and get a better understanding of the writing process. One of the students who did not meet the outcomes on the original paragraph improved to the point where he now meets expectations. The other one didn't do the revision.
Language	ESL Depart	ESL 244/426691/26	COURSE OBJECTIVES: 1 Comprehe	2023-2024	Fall	Other Other	Students are given weekly vocabulary quizzes and reading comprehension quizzes on a short novel.  Students also write grammar specific sentences and short paragraphs on various topics.  Students complete online grammar activities via MyEnglishGrammar--Focus On Grammar 3	20	22	22	2	0	The majority of students (90%) are actively participating in class and completing assigned activities with passing score of 80% or more. Some students have fallen behind or scored low on quizzes due to inadequate ability to effectively use ZOOM and CANVAS applications.  2% of the students have not been completing assignments either given in class or via the online MyEnglishLab grammar platform.	Provide more hands-on training on using ZOOM and CANVAS applications prior to class start-up.  Prior to class start-up, stress the importance of participation and completion of class activities for success in the class.  Provide access to easily available, secure, consistent Internet connection.
Language	Journalism	Journ 218 46279	Appraise and critique feature stor	2022-2023	Spring	Hybrid (so Demonstr	Students were tasked with writing original stories based on the different styles of feature writing introduced to them in this course.	7	8	8	1	1	Overall, the students met expectations and were highly engaged with the course material. They turned assignments in on time and communicated with me if they had questions, or concerns.	In the future, I'll offer more extra credit assignments and follow up with students who may be struggling to turn in assignments, etc. I had one student who seemed to fall behind for whatever reason. It wasn't her lack of interest in Journalism but maybe some personal things. She was capable of doing the work in my opinion.
Language	Journalism	Jour 2 01139 and	A survey of the mass media's cult	2023-2024	Spring	Hybrid (so Exam - Co	Quiz (20 questions) on a chapter from the book. The chapter is about our news industry and how we get our news.	7	12	3	4	0	I was happy to see that a majority of the class did well on the quiz. I did notice that several students were late taking the online quiz. I'm wondering if an in-person quiz would be better for them, or cause more people to miss the quizzes.	I might require the students to take the quiz in class, after our lecture on the chapter. It might help them further understand and establish the lesson into their memory. Many of the questions in the quiz are from the lecture. So when students miss that, they do poorly on the quiz. I might make my lectures available for those who miss class to help them with the acing the quiz.
Language	Journalism	JOUR 80-6 45666	Demonstrate knowledge of the hi	2022-2023	Spring	Online - A Demonstr	Students must write a post to a discussion board shared with all classmates that demonstrates their knowledge of the history, role and function of public relations in today's society and global economy.	15	2		0		I feel confident this was a valid assessment since students are asked to explain their answers in order to demonstrate they understand and have learned from the reading and assignments.	I might consider doing a quiz as a more quantitative assessment.
Language	Journalism	JOUR 2 42791	Evaluate the role, power and influ	2022-2023	Spring	Online - A Exam - Co	Chapter quizzes, exams and projects based on evaluating the role, power and influence of mass media industries in the U.S. and globally.	20	4	2	0	2	More than 80% of the students succeeded in meeting the learning outcomes, which makes me very happy and extremely satisfied. I made it clear to my students in the beginning to reach out to me for any questions and concerns and I believe, answering their communications to me, really made a big difference in their course journey. This is the first quarter students did not fall below a C in this course, which was a great surprise. I also incorporated personal industry-related short videos, which the students found incredibly helpful and engaging.	In order to reach the few that fell below expectations (next time) would be to reach out to them a bit more via email communications. There's a fine balance between pushing and adding pressure, so I'd like to learn (myself) how to find that balance for my students who need that added encouragement.
Language	Journalism	JOUR D06 21818	Create content for publication onli	2021-2022	Fall	Hybrid (so Portfolio R	A total of 13 students attended this class. They were expected to produce certain number of news articles and feature articles. At the end of the quarter they were asked to share their online portfolios.	4	6	1	0	2	The evaluation shows that we addressed the SLO and the goal is achievable.	The plan is for all students to be able to meet the goal. I hope this will be achieved.

Language	Journalism	JOUR D06	21819	Report and write complex multipl	2021-2022	Fall	Hybrid (so	Portfolio R	One student attended this class. Her portfolio was reviewed at the end of the quarter. She was expected to cover certain number of assignments, including producing a video, writing articles and attending meetings.	1	0	0	0	0	0	Although the evaluation report shows that the SLO was met, the low number of students in the class is problematic.	Enrollment needs to be addressed and enhanced.
Language	Journalism	JOUR D06	21820	Apply editing skills to news, featur	2021-2022	Fall	Face-to-Fa	Presentati	This one editor-in-chief's performance throughout the quarter was evaluated. The drafts submitted to her were compared to the drafts she published. Her skills in editing, catching mistakes, coaching her staff and publishing their work were evaluated.	1	0	0	0	0	0	Although the SLO report shows success, the low number of students in the class makes it less scientific.	The enrollment issue should be addressed.
Language	Journalism	JOUR D06	21821	Develop news, feature, sports or c	2021-2022	Fall	Online - A	Portfolio R	Seven students were in this asynchronous class. They were scheduled to publish four articles throughout the quarter. The quality and quantity of their work were evaluated in their final portfolio.	0	6	0	0	1	0	It's harder to keep student engaged in asynchronous classes. Generally more students drop asynchronous courses.	We should continue inviting students in asynchronous freelance courses to join the team in the journalism lab.
Language	Journalism	JOUR D06	21822	Complete news photography assign	2021-2022	Fall	Online - A	Presentati	Six students in the class were expected to produce photos for the online publication. Their published photos were evaluated.	1	4	0	0	1	0	The evaluation shows that we addressed the SLO.	We should continue inviting students to the newsroom lab. This motivates students and creates a sense of community.
Language	Journalism	JOUR D06	21823	Develop video stories for student	2021-2022	Fall	Online - A	Project	The video projects of three students were evaluated. Students were supposed to produce 2-4 videos in the quarter.	0	1	0	1	1	0	The video production process is harder when instructions are given asynchronously.	We should continue inviting students in freelance courses to attend the journalism lab.
Language	Journalism	JOUR D06	21824	Develop digital content for a stud	2021-2022	Fall	Online - A	Project	Three students who signed up in this class were expected to produce 2-4 digital products for the La Voz publication.	1	2	0	0	0	0	Such a highly motivated class. Students were engaged and eager to produce content for the publication.	Welcoming students to the newsroom lab is key in students' success.
Language	Journalism	JOUR D06	26851	Edit copy for student news media	2021-2022	Fall	Online - A	Presentati	The three students in the class were assigned articles to edit. The two copies (before and after the edits) were evaluated.	1	2	0	0	0	0	Although the course doesn't require a prerequisite, students who had taken English courses in the past had more success in this class.	It would help if students can have free access to the AP stylebook. Although we have its subscription, it's not accessible to students who work remotely.
Language	Journalism	JOUR D06	42804	Synthesize important details to cr	2022-2023	Spring	Hybrid (so	Laborator	The lead paragraphs in three articles produced by the five students in this class were evaluated.	3	2	0	0	0	0	International students had more struggle in developing a lead paragraph that meets the expectations, but they did it through their persistence and perseverance.	We should continue encouraging international students to use tutors and the Reading and Writing Center to feel more comfortable writing for the publication.
Language	Journalism	JOUR D06	42805	Demonstrate the ability to commu	2022-2023	Spring	Hybrid (so	Demonstr	The one student's performance was observed and her ability to meet deadlines and communicate with the rest of the team was evaluated this quarter.	0	1	0	0	0	0	This class had only one student. The result won't be scientific in low enrolled classes.	We hope the enrollment will improve.
Language	Journalism	JOUR D06	42806	Demonstrate the ability to compl	2022-2023	Spring	Hybrid (so	Presentati	Two students were enrolled in this class. Students' performance and their ability to meet their deadlines in publishing the work throughout the quarter were evaluated.	0	1	1	0	0	0	Journalism is a deadline-driven industry, but meeting deadlines is the most difficult challenge for students. The reason is mostly because of the current culture and the education system with a more relaxed approach especially after the COVID-19. I hope we can change this trend.	This needs a group effort. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look difficult and contributes to our low enrollment. I hope the standards will grow in our educational system.
Language	Journalism	JOUR D06	42807	Demonstrate the ability to compl	2022-2023	Spring	Online - A	Presentati	Three students were enrolled in this class. Students' performance and their ability to meet their deadlines were evaluated.	1	1	0	0	1	0	Journalism is a deadline-driven industry, but meeting deadlines is the most difficult challenge for students. The reason is mostly because of the current culture and the education system with a more relaxed approach especially after the COVID-19. I hope we can change this trend.	This needs a group effort in the higher education. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look hard and contributes to our low enrollment. I hope the standards will grow in our educational system.



Language	Journalism	JOUR D06	42808	Demonstrate the ability to commu	2022-2023	Spring	Online - As	Demonstr	Six students were enrolled in this class. Their performance was observed and their ability to meet deadlines and communicate with the rest of the team was evaluated this quarter.	1	2	0	0	3	The class had only six students and three withdrew. The result won't be scientific in low enrolled classes. However, it's noteworthy that Journalism is a deadline-driven industry. Students have strict deadlines to meet in journalism classes, but that has become the most difficult challenge for students. The reason is mostly because of the current culture and the education system with a more relaxed approach especially after the COVID-19. I hope this trend will change.	We hope the enrollment will improve. Also, instilling "commitment to deadlines" in students needs a group effort. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look hard, and it contributes to our low enrollment. I hope the standards will grow in our educational system.
Language	Journalism	JOUR D06	42809	Demonstrate the ability to comple	2022-2023	Spring	Online - As	Demonstr	Two students were enrolled in this class. Their performance was observed and their ability to meet deadlines this quarter was evaluated.	0	1	0	0	1	Only two students enrolled in this class and one withdrew. The evaluation result can't be scientific in low enrolled classes. However, it's noteworthy that Journalism is a deadline-driven industry. Students have strict deadlines to meet in journalism classes, but that has become the most difficult challenge for students. The reason is mostly because of the current culture and the education system with a more relaxed approach especially after the COVID-19. I hope this trend will change.	We hope the enrollment will improve. Also, instilling "commitment to deadlines" in students needs a group effort. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look hard, and it contributes to our low enrollment. I hope the standards will grow in our educational system.
Language	Journalism	JOUR D06	42810	Demonstrate the ability to commu	2022-2023	Spring	Online - As	Demonstr	One student was enrolled in this class. Her performance was observed and her ability to meet deadlines this quarter was evaluated.	0	0	1	0	0	Only one student enrolled in this class. The evaluation result can't be scientific in low enrolled classes. However, it's noteworthy that Journalism is a deadline-driven industry. Students have strict deadlines to meet in journalism classes, but that has become the most difficult challenge for students. It is mostly because of the current culture and the education system with a more relaxed approach, especially after the COVID-19. I hope this trend will change.	We hope the enrollment will improve. Instilling "commitment to deadlines" in students needs a group effort. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look hard, and it contributes to our low enrollment. I hope the standards will grow in our education system.
Language	Journalism	JOUR D06	42811	Demonstrate the ability to comple	2022-2023	Spring	Online - As	Demonstr	Two students were enrolled in this class. Their performance was observed and their ability to meet deadlines this quarter was evaluated.	0	2	0	0	0	Only two students enrolled in this class and one withdrew. The evaluation result can't be scientific in low enrolled classes. However, it's noteworthy that Journalism is a deadline-driven industry. Students have strict deadlines to meet in journalism classes, but that has become the most difficult challenge for students. The reason is mostly because of the current culture and the education system with a more relaxed approach especially after the COVID-19. I hope this trend will change.	We hope the enrollment will improve. Instilling "commitment to deadlines" in students needs a group effort. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look hard, and it contributes to our low enrollment. I hope the standards will grow in our education system.
Language	Journalism	JOUR D06	42812	Demonstrate the ability to comple	2022-2023	Spring	Online - As	Demonstr	Two students were enrolled in this class. Their performance was observed and their ability to meet deadlines this quarter was evaluated.	0	1	1	0	0	Only two students enrolled in this class and one withdrew. The evaluation result can't be scientific in low enrolled classes. However, it's noteworthy that Journalism is a deadline-driven industry. Students have strict deadlines to meet in journalism classes, but that has become the most difficult challenge for students. The reason is mostly because of the current culture and the education system with a more relaxed approach especially after the COVID-19. I hope this trend will change.	We hope the enrollment will improve. Also, instilling "commitment to deadlines" in students needs a group effort. While many faculty members set no deadlines for assignments, enforcing deadlines in journalism courses becomes more difficult. This makes the class look hard, and it contributes to our low enrollment. I hope the standards will grow in our education system.
Language	Journalism	JOUR D06	42804	Report and write news, feature ar	2022-2023	Spring	Hybrid (so	Portfolio R	NOTE: This is a revised SLO report. Please discard the previous one. Five students were enrolled in this class. They were asked to produce and publish news/opinion/feature stories throughout the quarter, following the AP style. They also submitted their portfolios at the end of the quarter. This is the evaluation of their portfolios.	3	2	0	0	0	While international students are hardworking, they need more help with their writing. They completed their assignments in a perfect way through their persistence and perseverance.	We should continue encouraging international students to use tutors and the Reading and Writing Center to feel more comfortable writing for the publication. Also, it helps if we can offer free access to the AP style to all students.

Language	Journalism	JOUR D06	42805	Continue developing appropriate	2022-2023	Spring	Hybrid (so	Presentati	NOTE: This is a revised SLO report. The one student's performance was observed and her ability to develop sources while following ethical guidelines was evaluated this quarter. Her articles, the sources she had contacted for the articles, the choices of topics and questions were considered.	0	1	0	0	0	Note: This is a revised SLO report. This class had only one student. The result was satisfactory but it is not scientific in such a small class.	We hope the enrollment will grow.
Language	Journalism	JOUR D06	42806	NOTE: This is a revised SLO report	2022-2023	Spring	Hybrid (so	Demonstr	NOTE: This is a revised SLO report. Please discard the other one. Two students were enrolled in this class. Their performance was observed and their ability to assign and work with peers this quarter was evaluated mostly through weekly pitching times, when these two students (editors) were presenting pitches and ideas to students and were working with them from the start to the end.	0	1	1	0	0	NOTE: This is a revised SLO report. Please discard the other one. These student editors were doing a great job connecting with the team and helping the team succeed and publish. Proper human connection is very important in this course.	We should continue providing a space to our students to be creative, confident and successful.
Language	Journalism	JOUR 2	31919	Evaluate the role, power and influ	2022-2023	Winter	Online wit	Exam – Co	Quiz (20 questions) on media economics and influence in both the United States and globally.	10	8	2	1	9	A majority of the students adequately passed the quiz on media economic and influence. I am generally happy with this result but would like to see more than 80 percent of the class receive 80 percent or higher.	For future assessment of this learning objective, I plan to use an essay format rather than a multiple choice quiz. Some students are good test takers and an essay would better assess whether they grasped the concepts or not.
Language	Mandarin	55B.01Z	48331	*Recognize and manage various c	2023-2024	Spring	Online wit	Presentati	oral presentations, discussions, assignments	16	3	2	0	0	All students came to class on time, had the desire to learn, participated earnestly, submitted assignments asap.	Use different media and material to make the leaning environment more interesting and take away anxiety and stress as much as possible for interpretation.