Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

WLANG ▼

Q2. Please provide the name of the person(s) completing this Program Review:

Cynthia Weiss

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

The Mission of the Vietnamese Program at College of Alameda is to help students develop communicative and cultural competence in Vietnamese. Students work on developing proficiency in listening, speaking, writing, and reading in the language, in addition to developing cultural knowledge
about Vietnamese speaking communities. Courses are conducted in the native language and much class time is dedicated to task-based, communicative activities.

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

○ Yes
◉ No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

	Enter Month and Year of Anticipated Update
Enter course name Viet 1A	3/18
Enter course name Viet 1B	3/18

Enter course name	
Viet 2A	

Enter course name	

Enter course name	

Enter course name	

Enter course name	

Enter course name	

Enter course name	

Enter course name	

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

	Enter Month and Year of Deactivation
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	

Q10.
What are the discipline, department or program of study **plans for curriculum improvement** (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?

No plans since there are only 3 courses.

Q12. Please list the name and type of **degree** your program offers.

	AA	AS

Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○

Q16. Please list the name and type of **certificates** your program offers.

	CA	CP
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○

Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate	○	○	○

Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○

Q24. ASSESSMENT

Q20. Please attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

Vietnamese at a glance.pdf
368.4KB
application/pdf

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- ☑ Provide in writing on first day of class
- ☐ Post on the program website
- ☐ Post on department bulletin board
- ☐ Other (please describe) [   ]

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

- ☑ Syllabi
- ☐ Course Catalog
- ☐ Department Website (please provide link to SLO's) [   ]
- ☐ Other (please specify) [   ]

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

- ☑ Significant change or improvement #1:

This class is taught by adjunct faculty during the evening. Since it is not a department but only classes no changes have been discussed except as relating to SLO's. Since no students failed in this course and the majority passed with A grades and only a few got B grades, the instructor aims to maintain the same target rate at 100% students perform well in tests/assignments.

☐ Significant change or improvement #2:

☐ Significant change or improvement #3:

☐ (Optional) additional significant changes or improvements:

Q93. Please attach the data from the "Status Report" section of TaskStream for the findings discussed above.

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of Taskstream for each example discussed above.

Q27. Describe how assessment results for **Distance Education** <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes, if applicable.

>

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

>

Q29. Describe your discipline, department or program participation in assessment of COA's <u>institutional level outcomes (ILOs).</u>

> 1. Problem Solving: Solve problems and make decisions in life and work using critical thinking,
> quantitative reasoning, community resources, and civil engagement.
> 2. Communication and Technology: Use technology and written and oral communication to
> discover, develop, and relate critical ideas in multiple environments.
> 3. Creativity: Exhibit aesthetic reflection to promote, participate and contribute to human
> development, expression, creativity, and curiosity.
> 4. Diversity: Engage in respectful interpersonal communications, acknowledging ideas and values
> of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
> 5. Civic Responsibility: Accept personal, civic, social and environmental responsibility in order to
> become a productive local and global community member

Q30. How are your course and/or program level outcomes aligned with COA's <u>institutional level outcomes (ILOs)</u>?   Please describe the "Goal Alignment Summary" from <u>TaskStream</u>.

> Program level outcomes align with institutional outcomes.   Like the COA institutional outcomes, Vietnamese program outcomes incorporate
> knowledge, application of that knowledge via face to face learning and on-line communication, and cultural enrichment through gaining
> knowledge of the country and it's inhabitants.

Q95. Please attach the "Goal Alignment Summary" from <u>TaskStream</u>.

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

> This class is unique in that most of the students already speak the language. The class is taught traditionally and it seems to be very effective
> given the student retention rate.

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

```
```

Q34. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?

```
There is only one method of delivery which is face-to-face.
```

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

```
```

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "**Enrollment Trends**" data dashboard is available on the left side of the COA Program Review webpage. Please sure to set the filters for College of Alameda and then your program and courses.

```
Enrollment has increased steadily over the last 3 years in general.  There was a dip in Fall of 2016 in both 1A and 1B.
```

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

```
This is a "stepping stone" course for Asian students to complete the foreign language requirement for a 4 year college and also an indoctrination college level course for those unfamiliar with college classes.
```

Q33. Find the "**Productivity**" data dashboard on the left side of the COA Program Review webpage. Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the COA Program Review webpage.

With a productivity between 22.5 and 35.5 the Vietnamese courses are far above the college average of 14.3.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

Most students are Asian this course completes needed requirements.

Q35. Are courses scheduled in a manner that meets student needs and demands?

⦿ Yes
○ No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

Enrollment statistics.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard *(percentage of students earning a grade "C" or better, or earning "Credit")* for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "**Course Completion**" data dashboard on the left of the COA Program Review webpage to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number Viet 1A Elem. 1	95	96	97
Course Name & Number Viet 1B Elem. 2	100	100	99

Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q40. Please review the student equity "**Course Completion**" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	○	⦿	
Ethnicity	○	⦿	
Gender	○	⦿	
Foster Youth status	○	⦿	
DSPS (disability status)	○	⦿	
Low income status	○	⦿	
Veterans status	○	⦿	

Q48. Please discuss the differences (if any) in **face-to-face** course completion rates across dis-aggregated groups.

Q101. Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?

○ Yes
◉ No

Q41. Please enter the course completion rate for each of the HYBRID (more than 50% but less than 100% online - see this in the "DE" filter) course in your program for each of the last three years.

This question was not displayed to the respondent.

Q42. Please review the student equity data provided on the "Course Completion" data dashboard on the COA Program Review website (click on your program's name). Are there differences in the HYBRID course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

This question was not displayed to the respondent.

Q49. Please discuss the differences (if any) in HYBRID course completion rates across dis-aggregated groups.

This question was not displayed to the respondent.

Q45. Please enter the course completion rate for each of the Distance Education (100% online) - using the "DE" filter - course in your program for each of the last three years.

This question was not displayed to the respondent.

Q46. Please review the student equity data provided on the Course Completion dashboard (using the "DE" filter) on the COA Program Review webpage. Are there differences in the Distance Education (100% online) course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

This question was not displayed to the respondent.

Q51. If there are differences in course completion rates between face-to-face and Distance Education/Hybrid courses, how does the discipline, department or program deal with them?

This question was not displayed to the respondent.

Q52. How do you assess the overall effectiveness of Distance Education/Hybrid courses?

This question was not displayed to the respondent.

Q64. Using the "Retention" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	100	100	97

Q53. Describe the discipline, department, or program retention rates for the past three years.

The Vietnamese classes have an almost 100% retention rate.

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

◉ Higher

○ The same

○ Lower

Q56. Please review the student equity data available in the "**Retention**" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	○	◉	
Ethnicity	○	◉	
Gender	○	◉	
Foster Youth status	○	◉	
DSPS (disability status)	○	◉	
Low income status	○	◉	
Veterans status	○	◉	

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

They don't need improvement

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

Neither needs improvement.

Q65. Using the **Degrees and Certificates** data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years.   Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate			

Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

These are classes. A degree or certificate is not offered due to low enrollment and cancellation of Vietnamese 2A and 2B.

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

There is nothing we can do. If the classes don't fill, they are cancelled and without classes no degree or certificate can be offered.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	
Part-time faculty headcount	1
Total FTEF faculty for the discipline, department or program	
Full-time/part-time faculty ratio	
Classified staff headcount	

Q71. Describe your current utilization of facilities and equipment.

> We use a classroom, books, computer, projector, speakers, photocopy services for handouts and realia.

Q72. What are your key **staffing** needs for the next three years? Why?

> We need to keep adjunct faculty.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

> A smart classroom. It is difficult to teach the cultural aspect of any language without audio visual equipment. Also equipment is needed to produce the sounds that students must mimic. The importance of a smart classroom has been underrated in teaching languages. It is a necessity.

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

> Computers and printers. Smart classrooms. Florescent lighting that stays on. Dimmers on the light switches so students can watch projected instruction and take notes at the same time.

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here.**

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's Program Review webpage - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's [Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

I am a new chair. We are all adjuncts. We have no departmental activities, only occasional meetings.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	
Committee 2	
Committee 3	
Committee 4	
Committee 5	
Committee 6	
Committee 7	
Committee 8	
Committee 9	

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

1 adjunct faculty member who teaches at other colleges.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

We will soon have a departmental meeting where we discuss SLO's, Taskstream, transfer requirements, syllabi and other language related issues.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs or your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Classroom technology	1
Instructional methods	2
Cultural sensitivity	3
Use of online resources	4
Faculty mentoring	5
Other (please specify) [ ]	6
Other (please specify) [ ]	7
Other (please specify) [ ]	8
Other (please specify) [ ]	9
Other (please specify) [ ]	10

Q83. Please describe the professional development needs of your discipline or department.

Since these classes are face to face Canvas training is not needed at this time. We will be discussing credit by examination procedures soon.

Q84. How do you train new instructors in the use of Distance Education platforms?

There is no distance education in Vietnamese.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

- ⦿ Definitely yes
- ◯ Probably yes
- ◯ Might or might not
- ◯ Probably not
- ◯ Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Advertise for more awareness of what our courses offer with the goal of increasing enrollment.
Retention and Completion are good so the only other goal would be to offer more courses in Vietnamese possibly 2A and 2B.   The program is unique to College of Alameda withing Peralta. Maybe we could make other Peralta counselors aware that we offer this.

Q89. On your **Program Review** webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and

goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

[Vietnamese Comprehensive Instructional Goal Setting Template.xlsx](#)
9.8KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q90. Congratulations! You have completed your Program Review for 2017-18!

PLEASE NOTE: Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data
Location: (37.849502563477, -121.97639465332)
Source: GeoIP Estimation

Comprehensive Instructional Program Review Prioritized Resource Requests Summary Form

College:	College of Alameda
Disciline, Department or Program:	Vietnamese
Contact Person:	Cynthia Weiss
Date:	10/17/2017

Resource Category	Description	Priority Ranking (1-5, etc.)	Estimated Cost (in dollars)	Justification (insert page or section # in the program review narrative report)	District or College Goal	College Institutional Learning Outcome (ILO) to be achieved
Human Resources						
Faculty	1 adjunct					
Classified Staff	N/A					
Student Workers	N/A					
Technology	Smart classroom	1	10,000			
Equipment	Laptop	2	$700.00			
Supplies						
Facilities						
Professional Development						
Other (specify)						

Report:	Assessment Cycle Details for: VIET 1A Elementary Vietnamese
	Report Generated by Taskstream
Workspace:	COURSE ASSESSMENT
Assessment Plan:	2015-2016 Assessment Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	COURSE ASSESSMENT
Report Generated:	Tuesday, October 17, 2017

Measures and Findings

VIET 1A Elementary Vietnamese Outcome Set

✛ **Outcome**

Proficiency

Demonstrate intelligent recognition and self-expression on the part of the student to describe people, places, activities, likes/dislikes and to express a sequence of events in present and past tenses.

Mapped to:

- **Vietnamese (VIET) Outcome Set:** Proficiency

Measure
Proficiency

DIRECT - EXAM

Details/Description:
Proficiency exit exam on grammar and vocabulary presented at this level. Exit exam will include multiple choic
in the blank with the correct answer and responding to questions with complete sentences. Exams will be in
Vietnamese.

Criteria for Successful Performance:
Over 70% of students will score 70% or better on exit exam.

How will you collect this information?:
Performance on exit exam.

Contact Person:
Esther Guerrero C.

Supporting Attachments:

Findings
for Proficiency

Summary of Findings:
92% of students in this class demonstrated excellent skills (A) and 8% of students demonstrated good
skills (B) in literacy achievements. The result showed that the students have significantly gained a
comprehensive knowledge of grammatical/structures of Vietnamese language in both written and spok
forms.

Successful Performance Target Met?:
Exceeded

Actual Performance Data:
Of totally 78 students at this 2016 Spring semester class, 72 students got "A" grades (92%) and 6 stud
got "B" grades (8%).

Use of Results/Plan of Action:

Since no students failed in this course and the majority passed with A grades and only a few got B grades, the instructor aims to maintain the same target rate at 100% students perform well in tests/assignmen...

Substantiating Evidence:

Skill Application

Demonstrate communicative competence at approximately the novice-high level, as stated in ACTFL guidelines, of the four skills essential to communication (listening, speaking, reading and writing) and mastery of the vocabulary presented at this level. Ability to appropriately apply accent marks in writing exercises.

Mapped to:

- **Vietnamese (VIET) Outcome Set:** Skill Application

Measure
Skill Application

Details/Description:

Reading and writing will be assessed based on exit exam testing these skills at this level. Students will read a passage and answer questions by inferring from reading. In addition, students will write a short paragraph based on a topic provided. Listening and speaking will be assessed based on an exit oral exam testing skills at this level. Students will respond to questions asked by instructor on topics covered at this level. Exams will be in Vietnamese.

Criteria for Successful Performance:

Over 70% of students will earn 70% or better on the written and oral exit exam. Exams will be scored based on point system and rubric.

How will you collect this information?:
on written and oral exit exam.

Contact Person:
Esther Guerrero C.

Supporting Attachments:

Findings
for Skill Application

Summary of Findings:

This Section was assessed for SLO 2, 92% of students in this class demonstrated excellent skills (A) and 8% of students demonstrated good skills (B) in literacy achievements. The result showed that the students have significantly gained a comprehensive knowledge of grammatical/structures of Vietnamese language in both written and spoken forms.

Successful Performance Target Met?:
Exceeded

Actual Performance Data:
Of totally 78 students at this 2016 Spring semester class, 72 students got "A" grades (92%) and 6 students got "B" grades (8%).

Use of Results/Plan of Action:
Since no students failed in this course and the majority of students passed their tests positively, the instructor aims to maintain the same target rate at 100% students perform well in tests/assignments.

Substantiating Evidence:

Cultural Knowledge

Discuss and explain cross-cultural

Measure
Cultural Knowledge

topics presented in class related to the Vietnamese language and countries where it is spoken.

Mapped to:

- **Vietnamese (VIET) Outcome Set:** Cultural Knowledge

DIRECT - EXAM

Details/Description:
Written and oral tests involving the cultural topics covered at this level. Students will demonstrate cultural knowledge on multiple choice and fill in the blank tests. Also, students will demonstrate knowledge through an oral presentation on a cultural topic covered at this level. Exams will be in Vietnamese.

Criteria for Successful Performance:
Over 70% of students will score 70 % or better on written and oral exit exam. Exams will be scored based on a point system and rubric.

How will you collect this information?:
Performance on written and oral exit exam.

Contact Person:
Esther Guerrero C.

Supporting Attachments:

Findings
for Cultural Knowledge

Summary of Findings:
This Section was assessed for SLO 3, 100% of students demonstrated that they are aware of the cultural differences when they had the chance to compare and to get involved with the local Vietnamese community.

Successful Performance Target Met?:
Exceeded

Actual Performance Data:
Of totally 78 students at this 2016 Spring semester class, 100% of students demonstrated that they are aware of the cultural differences and they did reach out and had a chance to compare between the two cultures, and made some connections for their own purpose.

Use of Results/Plan of Action:
Since no students failed in this course and the majority passed their tests positively, the instructor aims to maintain the same target rate at 100% students perform well in tests/assignments.

Substantiating Evidence: