Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012 All academic programs participate in an annual program review
2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of
        programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240
Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.
Website: http://foothill.edu/staff/irs/programplans/index.php
2011-2012 Submission Deadline:
All program review documents are due to Deans by December 16

Basic Program Information

Department Name: Japanese Program/Foreign Language Department

Program Mission(s): The mission of the Japanese Program is to offer a comprehensive and richly diverse program in transfer-level Japanese language and culture courses. The Japanese Program offers the AA degree and certificate programs in Japanese language and tutor training. Our programs develop oral/aural skills, critical reading and writing skills, and understanding of Japanese culture and customs. These skills will support students in their goals for higher education, career, personal growth and lifelong learning. Knowledge of foreign languages is critical in our diverse and global community.

Program review team:

Name	Department	Position
Ikuko Tomita Rakow, Ph.D.	Foreign Language (Japanese)	Full-time Instructor

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Japanese A.A. Degree	A.A.	27
Career Certificate in Japanese Tutoring	Certificate	52***
Career Certificate in Japanese Language	Certificate	27***
Career Certificate in Japanese Conversation & Culture	Certificate	20***
		(See below.)

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

*** These certificates are currently under review. We will divide the Tutor Training Certificate in multiple levels, and we will seek a State approval for the certificate in Japanese Language. This will be done before the next curriculum sheet update.

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:
http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

* Please see the attached data sheets for all the numeric data.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Associate Degree			5	

* Please see the attached data sheets for all the numeric data.

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Career Certificate in Japanese Language			6	
Career Certificate in Japanese Tutor Training			1	

* Please see the attached data sheets for all the numeric data.

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	538	594	580	-2%
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff	1	1	1	0%
Part-time Staff	4	4	4	0%

* Please see the attached data sheets for all the numeric data.

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

The enrollment was 538 in 2008-09, 594 in 2009-10 and 580 in 2010-11. There was a 2% decrease from 09-10 to 10-11, but it is larger than 08-09. Changes are minor fluctuations.

Considering the number of students and course offerings, our completion rate of the AA degree is much higher than English or Spanish Programs. We issue AA degrees and certificates in Japanese every year.

Our certificates are currently not State-approved. We are planning to seek a State approval for Certificate of Japanese Language. For the Certificate of Tutor Training, our plan is to divide the current certificate into several levels, so that they will be under 27 units. The Tutor Training Certificate Program has been in effect for more than two decades, and is very well known among the Japanese community and institutions in the Bay Area. We have placed our tutors in various local schools and institutions.

The productivity in our foreign language programs is lower than the college goal due to the seat counts and the nature of our discipline itself. The Japanese Program's productivity has declined over the past three years. This was caused by the uneven enrollment between the day and evening courses. Due to the recent economic downturn, we have lost many working students in our evening program. Silicon Valley engineers and business people are typically a large part of our student body, and we expect this trend to continue until the economy recovers. On the other hand, due to the increased number of Chinese students, our day-time Japanese courses are overenrolled with waiting lists. We need to focus on strengthening our evening program.

The demographic trend of our students shows steady increase of Chinese native-speakers. These are international students who are paying full tuitions, and therefore their enrollment helps alleviate our current budget deficit. However, African-American and Latino students are grossly underrepresented. We need to recruit these underrepresented groups more aggressively.

Our retention rates and success rates are holding steady around 85%. The retention rate is much higher at Intermediate level courses (JAPN 4-5-6), which has over 90% retention rate. JAPN 192 has a 100% success rate. The beginning courses (especially JAPN 1) have much lower retention rate.

Regarding the Curriculum and SLOs:

All our CORs are current and updated for the Title V 5 compliance. The SLOs are identified for all the courses as well. All our Japanese courses meet our college ILOs of "Communication," "Creative, Critical, and Analytical Thinking" and Community/Global Consciousness and Responsibility." Our goal is to provide outstanding learning opportunities for a wide range of students in our community, whether they are aiming for career development, transfer, lifelong

learning or personal growth. We strongly believe this mission is critical to our community, and is aligned with the college mission.

Regarding the Transferability and Articulation: JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B, 25A, 25B and 33 are both CSU & UC transferable; JAPN 53 and 63 are CSU transferable.

JAPN 1: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course also meets Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 2: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course also meets Area 6 (Language other Than English) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 3: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course also meets Area 6 (Language other Than English) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 4: CSU & UC transferable
This course is a required core course for the AA degree in Japanese.
This course also meets both Area 3 (Humanities) and Area 6 (Language other Than English) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 5: CSU & UC transferable
This course is a required core course for the AA degree in Japanese.
This course also meets both Area 3 (Humanities) and Area 6 (Language other Than English) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 6: CSU & UC transferable
This course is a required core course for the AA degree in Japanese.
This course also meets both Area 3 (Humanities) and Area 6 (Language other Than English) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 13A: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.

This course is also a support course for the AA degree in Humanities.

JAPN 13B: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course is also a support course for the AA degree in Humanities.

JAPN 14A: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course is also a support course for the AA degree in Humanities.

JAPN 14B: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course is also a support course for the AA degree in Humanities.

JAPN 25A: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course also meets Area 3 (Humanities) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 25B: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course also meets Area 3 (Humanities) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.
This course is also a support course for the AA degree in Humanities.

JAPN 33: CSU & UC transferable
This course can satisfy the requirements for the AA degree in Japanese.
This course also meets Area 3 (Humanities) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements.

JAPN 53 (new course/never offered): CSU transferable
This course can satisfy the requirements for the AA degree in Japanese.

JAPN 63 (new course/never offered): CSU transferable
This course can satisfy the requirements for the AA degree in Japanese.

JAPN 192 (Community Service Learning):
This course can satisfy the requirements for the AA degree in Japanese.
This course is a required core course for the Career Certificate for Tutor Training in Japanese.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

* **Please see the attached data sheets for the Japanese PLOs.**

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

* **Please see the attached data sheets for the Japanese CL-SLOs (from Spring 2011).**

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
What findings can be gathered from the Course Level Assessments?

> Our SLO targets were met for all of our courses.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

> The changes we need to make are not the content of the courses, but rather the scheduling and staffing. Improve the enrollment and retention in the evening program.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

> CL-SLOs are appropriate for students' success in the Japanese Program.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

> It has proven that our course objectives and targets are appropriate.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

> Although the Japanese Program has a fewer faculty members and course offerings, our success level and the completion rate (AA degrees) are comparatively high compared with English or Spanish.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

> It has proven that our program objectives and targets leading to the Japanese AA degree are appropriate. However, our certificate programs need to go through some modifications in order to obtain a State approval.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. Modify the Tutor Training Certificate to comply with the State regulations	Related course (JAPN 192) has 100% success rate in all of its SLOs. (Please see the attached data sheet.)	Work Force/Transfer	This is not to modify its content, but to modify the certificate structures to comply with the State regulations.
2. Modify other Certificates (Japanese Language/Conversation & Culture) to comply with the State regulations	The exit courses for these certificates are either JAPN 6 or JAPN 14B. Both of these courses have high success rate. (Please see the attached data sheet.)	Work Force/Transfer	If these certificates become State-approved, they will give better opportunities for our students in their workplace.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

> The mission of the Japanese Program is to offer a comprehensive and richly diverse program in transfer-level Japanese language and culture courses. The Japanese Program offers the AA degree and certificate programs in Japanese language and tutor training. Our programs develop oral/aural skills, critical reading and writing skills, and understanding of Japanese culture and customs. These skills will support students in their goals for higher education, career, personal growth and lifelong learning. Knowledge of foreign languages is critical in our diverse and global community.
>
> Our goal is to provide outstanding learning opportunities for a wide range of students in our community, whether they are aiming for career development, transfer, lifelong learning or personal growth. We strongly believe this mission is critical to our community, and is aligned with the college mission.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Strengthen the evening Program.	Ongoing	Develop outreach efforts to recruit working professionals, who have been a major part of our evening student population.	Ongoing
2. Increase the enrolment of underrepresented populations, especially Latino and African-American students.	Ongoing	Advertise our program to these underrepresented student communities. Also, advertise through our student activities (Japanese Culture Club).	Ongoing
3. Revise the day-time and evening class schedules for a better continuity.	Ongoing	Because of the recent class cancellations, the continuity of our course sequence is disrupted. Under the current budget situations, this goal is difficult to achieve.	Ongoing

3.3 New Goals: Goals can be multi-year

Goal (Same as the previous year.)	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Strengthen the evening Program.	Ongoing	N/A	Our curriculum addresses the needs of diverse learners. We provide a wide range of content and contexts in our curriculum. We also have a certificate program, which is targeted for evening students (mainly working professionals).
2. Increase the enrolment of underrepresented populations, especially Latino and African-American students.	Ongoing	N/A	Our curriculum addresses the needs of diverse learners. We also have a Japanese Culture Club where we try to recruit under-represented student populations.
3. Revise the day-time and evening class schedules for a better continuity.	Ongoing	N/A	Our curriculum responds to changing community, student, and employer needs by adjusting the course offerings and schedules. (We mainly have transferring students in daytime and working professionals in the evening.)

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Reassigned Time

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Reassigned time or Release time to work on the Japanese Curriculum Issues	?	All of them, and all the other curriculum issues. As the only full-time instructor in Japanese, I have no other instructor to share the burden.	?

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

One-time/Other: (Release time, training, etc.?

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Reassigned time or Release time to work on the Japanese Curriculum Issues	?	All of them, and all the other curriculum issues. As the only full-time instructor in Japanese, I have no other instructor to share the burden.	?

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	High success and completion rate. Tutor Training Program. Cultural events and activities. (Please see the narratives below.)	Our program has an excellent reputation in the local community. We also have a unique Tutor Training Program, and we have been placing tutors in local and Japanese teaching institutions.
Weaknesses	1. The enrollment in our evening program has been decreasing. 2. We still have not been able to increase the enrollment of Latino and African-American students.	1. The weak economy in Japan and Silicon Valley is the major factor for the decrease in the evening enrollment. 2. We have a massive number of International students (mainly from Hong Kong, Taiwan and China), which fill out our daytime courses in just a few days of registration. Many non-Chinese speakers tend to get intimidated in class because they have a disadvantage of not knowing the kanji (Chinese characters).
Opportunities	There is more interest in Japanese Program due to the increase in Chinese speaking students, whose choice of secondary language is Japanese. (Most of them are not interested in European languages.) More local residents are interested in Tutor Training Program, in order to improve their career opportunities.	Stronger economy in China vs. Weaker economy in the U.S.
Threats	Reduced course offerings.	The State budget deficit.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

A potential reduction in course offerings due to the State budget cut.

5.3 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

N/A

5.4 Address the concerns or recommendations that were made in prior <u>program review</u> cycles.

The increasing gaps between the daytime enrollment and the evening enrollment, as well as the diminishing number of Latino and African-American students are still our concerns.

5.5 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

Although we have a smaller number of faculty members and course offerings, our success and completion rates are high. Every year we issue AA degrees in Japanese.

For more than two decades, we have been successfully offering a program which no other community colleges have ever offered. This is our Tutor Training Program (JAPN 192/certificate). In this course, community members serve as in-class tutors in one of our Japanese courses. Their progress is monitored closely by the instructor in charge, and they are required to submit progress reports throughout the quarter. We are very well-known in the local Japanese community, and we have placed our tutors in many local institutions as instructors and tutors.

We also have a Japanese Culture Club. We have weekly meetings involving language exchanges. We plan various on and off campus event on a regular basis. The Japanese Culture Center offers annual events such as Tea Ceremony demonstrations, calligraphy workshops, bamboo garden events, etc. We are also involved in APIM event planning. Every April, we host a conversation workshop and a Tea Ceremony demonstration.

At Foothill we have the Tana Scholarship. The $1,000 award is given every year to a student who has contributed to understanding of Japanese culture.

Our students also have a high success rate in passing the "Japanese Proficiency Exam" administered by the Japanese government.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Our Japanese program remains a popular and distinctive one. The program produces the most degrees and certificates of any program in Language Arts and we are one of just a few community colleges to offer an Associates Degree in Japanese.

Our program is also noteworthy in the Bay Area for the Japanese Cultural Center (we have only one of three tea houses in the Bay Area), our bamboo garden, and the Ayuzama. And the program enjoys substantial community support. And our tutor training program is also quite well regarded

Our faculty full and part-time are dedicated professional.

6.2 Areas of concern, if any:

I am troubled by the declining enrollments particularly in the evening program and Middlefield. Where once this was a vibrant and robust element of the Japanese program, now most of the decline in the program has come in the evening. And this year we have begun to see decline in the conversation classes.

6.3 Recommendations for improvement:

We could see if some recruitment would result in changes in enrollment, but I think a serious look at scheduling is in order.

6.4 Recommended Next steps:
_X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College

Program (LA-JAPN) - Japanese AA

Primary Core Mission: Transfer
Secondary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (LA-JAPN) - Japanese AA - 1 - The student will be able to communicate with native speakers of Japanese, using the appropriate language and styles for any given situation. **Year PL-SLO implemented:** 2011-2012 **Start Date:** 12/01/2011 **PL-SLO Status:** Active	**Assessment Method:** Lesson tests, oral exams, quizzes and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students will master this PL-SLO.		
	Assessment Method: Discussions, class participation, role-plays, debates, etc. **Assessment Method Type:** Discussion/Participation **Target:** 80% of students will master this PL-SLO.		
Program (LA-JAPN) - Japanese AA - 2 - The student will, by presenting research, demonstrate knowledge of Japanese society, culture, history, religion, literature, geography, philosophy and politics. **Year PL-SLO implemented:** 2011-2012 **Start Date:** 12/01/2011 **PL-SLO Status:** Active	**Assessment Method:** Final PowerPoint presentation on any topic related to Japanese society, culture, history, religion, literature, geography, philosophy, politics, economy, etc. **Assessment Method Type:** Presentation/Performance **Target:** 80% of students will master this PL-SLO.		

Foothill College
Department - Japanese (JAPN)

Mission Statement: The mission of the Japanese Program is to offer a comprehensive and richly diverse program in transfer-level Japanese language and culture courses. The Japanese Program offers a AA degree and certificate programs in Japanese language and tutor training. Our programs develop oral/aural skills, critical reading and writing skills, and understanding of Japanese culture and customs. These skills will support students in their goals for higher education, career, personal growth and lifelong learning. Knowledge of foreign languages is critical in our diverse and global community.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Japanese (JAPN) - JAPN 1 - ELEMENTARY JAPANESE I - SLO 1 - basic conversation - Introduce oneself, greet, ask and answer simple questions related to daily familiar topics. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	**Assessment Method:** In-class discussions, small group practice, pair works: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Aural/oral tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	01/27/2012 - Around 85% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial Budget. **IL-SLO Reflection:** The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.	01/27/2012 - The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful. 01/27/2012 - The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.
	Assessment Method: Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 1. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Japanese (JAPN) - JAPN 1 - ELEMENTARY JAPANESE I - SLO 2 - basic oral and written messages - Recognize oral and written messages, and produce sentences, orally and in writing, on the daily familiar topics. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012	**Assessment Method:** Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 1. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
Course-Level SLO Status: Active	**Assessment Method:** Course Test/Quiz. Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: In-class discussions, small group practice, pair works: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
		01/27/2012 - Around 85% of students received C or higher in Fall 2011. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial budget. **IL-SLO Reflection:** The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.	01/27/2012 - DefinedThe students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful. ────────────────
Department - Japanese (JAPN) - JAPN 13A - INTERMEDIATE CONVERSATION I - SLO 2 - feelings, opinions and intentions -	**Assessment Method:** Students will do research and comparative analysis on various topics related to current		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Express feelings, opinions, and intentions. Argue, evaluate, and request with fluency. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	01/27/2012 - About 85% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial Budget. **IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	01/27/2012 - The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	80% of Students will pass the course with a grade of C or higher.		
Department - Japanese (JAPN) - JAPN 13A - INTERMEDIATE CONVERSATION I - SLO 1 - Understanding native speakers - Interpret speech of native speakers on general, familiar topics at a normal rate of speech. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	01/27/2012 - About 85% of students have passed the course with a grade of "C" or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial Budget. **IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	01/27/2012 - The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. Answer questions related to the presentation. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
Department - Japanese (JAPN) - JAPN 13B - INTERMEDIATE CONVERSATION II - SLO 2 - historical and cultural differences - Analyzes historical and cultural differences. Talk intelligently and accurately about a wide range of topics related to daily life. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	01/27/2012 - Around 85% of Students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial budget. **IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	01/27/2012 - The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.
	Assessment Method: Students will interview native speakers of		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
Department - Japanese (JAPN) - JAPN 13B - INTERMEDIATE CONVERSATION II - SLO 1 - Understanding native speakers - Interpret speech of native speakers on a wide range of topics at a normal rate of speech. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
Course-Level SLO Status: Active	**Assessment Method:** Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	01/27/2012 - Around 85% of students have passed the course with a grade of "C" or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial budget. **IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important	01/27/2012 - The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
Department - Japanese (JAPN) - JAPN 14A - ADVANCED CONVERSATION I - SLO 1: Socio-linguistic features - Differentiate socio-linguistic features of speech, such as honorifics, in-group/out-group, male/female, and formal/informal. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	**Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 14A - ADVANCED CONVERSATION I - SLO 2 - Historical and cultural differences - Analyze historical and cultural differences. Apply appropriate language and cultural skills in order to be at ease when discussing any topic in an informal manner. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 14B - ADVANCED CONVERSATION II - SLO 1 - cultural messages and socio-linguistic features - Apply advanced skills in expressing cultural messages, and use in an appropriate manner: male/female speech, formal/informal styles, and honorifics (including in-group/out-group terms). (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Assessment Method Type: Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	**Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 14B - ADVANCED CONVERSATION II - SLO 2 - Historical and cultural analysis - Analyze historical and cultural differences in depth. Apply appropriate language and cultural skills in order to be at ease when discussing any topic in both formal and informal manner. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 192 - COMMUNITY SERVICE LEARNING FOR JAPANESE - SLO 1 - tutoring skills - Demonstrate effective tutoring skills, including cross-cultural communication. (Created By Department - Japanese (JAPN))	**Assessment Method:** Students will conduct a case study and analysis based on their actual classroom experience. **Assessment Method Type:** Case Study/Analysis **Target for Success:**	10/14/2011 - 100% of students received C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:**	10/14/2011 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students'

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2010-2011 **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	80% of students will receive a grade of C or higher.	Tutorial budget.	success and retention. Foothill college is the only community college in the Bay Area which offers such a service learning program in the Bay Area. _____
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	10/14/2011 - 100% of students received C or higher in Spring 2011. **Result:** Target Not Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill college is the only community college in the Bay Area which offers such a service learning program in the Bay Area. _____
	Assessment Method: Students will discuss issues involving student learning, teaching methods and curriculum development. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to present relevant opinions and actively participate in discussions.	10/14/2011 - 100% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill college is the only community college in the Bay Area which offers such a service learning program in the Bay Area. _____ 10/14/2011 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill college is the only community college in the Bay Area which offers such a service learning program in

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			the Bay Area.
Department - Japanese (JAPN) - JAPN 192 - COMMUNITY SERVICE LEARNING FOR JAPANESE - SLO 2 - reporting techniques - Demonstrate effective reporting techniques. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2010-2011 **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students will keep a journal and submit their reflections weekly. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will submit relevant reflections.	10/14/2011 - 100% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill college is the only community college in the Bay Area which offers such a service learning program in the Bay Area.
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	10/14/2011 - 100% of students received C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/14/2011 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill college is the only community college in the Bay Area which offers such a service learning program in the Bay Area.
Department - Japanese (JAPN) - JAPN 2 - ELEMENTARY JAPANESE II - SLO 1 - Simple sentences - Produce sentences, orally and in writing based on daily familiar vocabulary and functions. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Japanese (JAPN) - JAPN 2 - ELEMENTARY JAPANESE II - SLO 2 - descriptions - Describe people and things, and express likes/dislikes. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 25A - ADVANCED COMPOSITION & READING I - SLO 1 - Reading current materials on culture and issues - Appreciate of human life and current trend by reading and analyzing reading materials on Japanese culture and current issues. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 25A - ADVANCED COMPOSITION & READING I - SLO 2 - language usage - Demonstrate further competency in understanding correct language usage in different writing styles. Also demonstrate higher control of appropriate vocabulary, styles, and syntactical structures in writing. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 25B - ADVANCED COMPOSITION & READING II - SLO 1 - Nuance and style - Interpret and distinguish subtle nuances and style differences in a wide range of reading materials. (Created By Department - Japanese (JAPN))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 25B - ADVANCED COMPOSITION & READING II - SLO 2 - confidence in writing - Demonstrate higher control of appropriate vocabulary, styles, and syntactical structures. Also demonstrate more confidence and ability to use correct language and styles for different types of writing. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 3 - ELEMENTARY JAPANESE III - SLO 1 - construction of statements - Construct conditional statements and suppositions. State and support one's opinions. Analyze different aspects of human life and construct comparative/superlative statements. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2010-2011 **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students will write short summaries and essays, and report them in class. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		10/14/2011 - More than 90% of students received a C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze the given topics/subject matters and discuss in class. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade of C or higher.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		10/14/2011 - More than 90% of students received a C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			practice. Quizzes, tests and oral presentations are appropriate.
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	Assessment Method:
Students will take lesson tests and the final exam.
Assessment Method Type:
Exam - Course Test/Quiz
Target for Success:
80% of students will receive a grade of C or higher.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011.
Result:
Target Met
Year This Assessment Occurred:
2010-2011
Resource Request:
Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
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	Assessment Method:
Oral presentations.
Assessment Method Type:
Presentation/Performance
Target for Success:
80% of students will receive a grade of C or higher.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011.
Result:
Target Met
Year This Assessment Occurred:
2010-2011
Resource Request:
Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
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Department - Japanese (JAPN) - JAPN 3 - ELEMENTARY JAPANESE III - SLO 2 - Analysis, summarization and retelling stories	**Assessment Method:**
Students will write short summaries and essays, and report them in class.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
- Analyze human speech and literally creations, summarize and retell stories orally and in writing, including direct and indirect quotations in the past and present tenses. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2010-2011 **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	**Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	**Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze the given topics/subject matters and discuss in class. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade of C or higher.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will take lesson tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Oral presentations. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of tudents will receive a grade of C or higher.	10/14/2011 - More than 90% of students received a C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Department - Japanese (JAPN) - JAPN 33 - INTRODUCTION TO JAPANESE CULTURE - SLO 1 - cultural contrast - Contrast concepts and behavior of Japanese culture with comparable aspects of American or Western concepts and behavior. (Created By Department - Japanese (JAPN))

Assessment Cycles:
2011-2012
2012-2013

Course-Level SLO Status:
Active

Department - Japanese (JAPN) - JAPN 33 - INTRODUCTION TO JAPANESE CULTURE

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
- SLO 2 - Zen and Confucian concepts - Analyze textual examples of the manifestation of Zen and Confucian concepts. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 35 - SURVEY OF CONTEMPORARY JAPANESE CULTURE - SLO 1 - Identifying ssues facing contemporary Japan. - Identify issues facing contemporary Japan, such as gender gaps, low birth rate, aging society and financial problems. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 35 - SURVEY OF CONTEMPORARY JAPANESE CULTURE - SLO 2 - Contemporary art, literature and films - Analyze and compare contemporary art, literature and films in Japan and in the rest of the world. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 4 - INTERMEDIATE JAPANESE I - SLO 1 - sociolinguistic speech - Demonstrate knowledge of correct language in appropriate situations, i.e., differentiate socio-linguistic features of speech, such as in-group/out-group, intimate/distal, feminine and masculine languages. (Created By	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain	01/27/2012 - More than 90% of students have passed the course with a grade of "C" or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial Budget.	01/27/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	conversations with only minor errors, if any.	**IL-SLO Reflection:** The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful.	
	Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.		
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.		
Department - Japanese (JAPN) - JAPN 4 - INTERMEDIATE JAPANESE I - SLO 2 - idiomatic expressions - Construct sentences using idiomatic expressions on various topics beyond daily needs. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	01/27/2012 - More than 90% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Tutorial Budget. **IL-SLO Reflection:** The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful.	01/27/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful.
	Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Assessment Method Type: Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.		
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.		
Department - Japanese (JAPN) - JAPN 5 - INTERMEDIATE JAPANESE II - SLO 1- Sociolinguistic feature differentiation - Perform with more acceptable ability in differentiating socio-linguistic features of speech. Sustain more lengthy conversations, discussing topics beyond basic needs. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 5 - INTERMEDIATE JAPANESE II - SLO 2- Sentence construction - Construct sentences using more complex structures and noun modifier clauses. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 53 - MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS - SLO 1 - sociolinguistic speech - Differentiate socio-linguistic features of speech, such as honorifics (respectful and humble forms), ?			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
uchi? vs. ?soto? (in-group/out-group), male/female speech styles, and formal/informal styles. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 53 - MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS - SLO 2 - application of language and cultural skills - Apply appropriate language and cultural skills in order to be at ease when discussing various topics related to business. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 6 - INTERMEDIATE JAPANESE III - SLO 1 - intermediate language usage - Demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2010-2011 **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. ———————————— 10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. ———————————— 10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			practice. Quizzes, tests and oral presentations are appropriate. ―――――――――――――
		10/14/2011 - More than 90% of students received C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. ―――――――――――――
	Assessment Method: Final presentation using PowerPoint. Topics may include Japanese history, customs and traditions, geography and demographics, etc. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to receive a grade of C or higher on final presentations.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. ―――――――――――――
	Assessment Method: Kanji quizzes and lesson tests, including vocabulary, grammar and listening tests. **Assessment Method Type:**	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	**Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
			speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	10/14/2011 - More than 90% of students passed in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Cultural report based on students own observation, research and analysis. **Assessment Method Type:** Research Paper **Target for Success:** 80% of students will receive a grade of C or higher on their research paper.		
Department - Japanese (JAPN) - JAPN 6 - INTERMEDIATE JAPANESE III - SLO 2 - Spontaneous conversation - Demonstrate skills of exchanging spontaneous and unpredictable conversations. State and support one's opinions. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2010-2011 **Start Date:** 04/04/2011 **End Date:** 06/24/2011	**Assessment Method:** Classroom discussions on various topics, including current social issues. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade or C or higher.	10/14/2011 - More than 90% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active			group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		10/14/2011 - 90% of students received C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Tutorial budget.	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			10/14/2011 - The students did a great job in achieving this goal. They are able to state and support their opinions effectively, and also be able to handle unpredictable situations in role playing practices. Increase more time for discussions and debates. Otherwise, it's working well. More small group discussions, debates, role playing, skit presentations. Oral evaluations are appropriate.
	Assessment Method: Oral testing activities. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	Assessment Method: Cultural report on various topics involving Japanese history, society, and current issues. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to engage in analytical discussions based on each student's cultural report.	10/14/2011 - More than 90% of students received C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/14/2011 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 63 - JAPANESE BUSINESS CULTURE & ETIQUETTE - SLO 1 - sociolinguistic speech - Differentiate socio-linguistic features of speech, such as honorifics (respectful and humble forms), ?uchi? vs. ?soto? (in-group/out-group), male/female speech styles, and formal/informal styles. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 63 - JAPANESE BUSINESS CULTURE & ETIQUETTE - SLO 2 - application of language and cultural skills - Apply appropriate language and cultural skills in order to be at ease when discussing various topics related to business. (Created By Department - Japanese (JAPN)) **Assessment Cycles:** 2011-2012 2012-2013			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Course-Level SLO Status: Active			