

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 programs in Japanese language and also other unique programs such as tutor training and community service learning programs. 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.	30

*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.

Annual Instructional Program Review Template for 2011-2012

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	2009-2010	2010-2011	2011-2012	% Change
Associate Degree		5		

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

1.2 Department Data

Dimension	2009-2010	2010-2011	2011-2012	% Change
Enrollment	594	607	581	-4%
Productivity (Goal: 546)		416	401	-4%
Success		86%	86%	0%
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	2009-2010			2010-2011			2011-2012		
	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 607 in 2010-11 and 581 in 2011-12. There was a 4% decrease from 2010-11 to 2011-12. The change is a minor fluctuation.

Annual Instructional Program Review Template for 2011-2012

As a percentage of the number of students and course offerings in the Japanese Program, our completion rate of the AA degree is much higher than the English or Spanish Programs. The Japanese Program issues AA degrees in Japanese every year.

The success rate in our second-year Japanese courses (JAPN 4-5-6) is especially high (around 95% on average). We also offer a Community Service Learning course (JAPN 192), which provides local community members with valuable opportunities to serve as volunteer tutors and help our students. Our tutor training 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 slightly over the past two 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 traditionally a large part of our student body and typically enroll in our evening courses. We expect the downturn in evening enrollment to continue until the economy fully recovers, unless we create new online/hybrid courses which are more attractive to these students. 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 a steady increase of Chinese native-speakers. These students are international students who are paying full tuition, 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 success rates are holding steady at around 86%. The success rate is much higher in Intermediate level courses (JAPN 4-5-6), with around a 95% success rate on average. The beginning courses (especially JAPN 1) have a much lower retention rate.

Regarding the Curriculum and SLOs:

All our CORs are current and updated for Title V 5 compliance. The SLOs are identified for all 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

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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

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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.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

*** Please see the attached data sheets for the Japanese CL-SLOs (from Spring 2012).**

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.

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?

We need to create new courses based on the JLPT, which are more attractive to working professionals. My sabbatical proposal for the 2013-14 academic year addresses this issue.

We need to create new courses based on the JLPT, which are more attractive to working professionals. My sabbatical proposal for the 2013-14 academic year addresses this issue.

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.

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.

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.

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Annual Instructional Program Review Template for 2011-2012

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, we do need to strengthen our evening program by creating new JLPT based courses, which are in high demand among working professionals.

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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 our service learning program/tutor training program to comply with the State regulations	Related course (JAPN 192) has very high success rate in all of its SLOs. (Please see the attached data sheet.) Because this course is no longer repeatable, it must be separated into separate courses with different skill levels.	Work Force/Transfer	It will provide our community members valuable opportunities to provide continuing support to our students, and at the same time, to learn from their experience.
2. Do research on the JLPT (Japanese Language Proficiency Tests offered by the Japanese Government), and create courses based on the JLPT standards. This has been already submitted as my PDL proposal for 2013-14, and received the Dean's approval.		Work Force/Transfer	Nowadays, many corporations (both US and Japan) require a certain level of JLPT certification for their employees. These courses will give some great advantages to our students.
3			

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 in Japanese language, and other unique programs such as a tutor training program, which don't exist in other community colleges. 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	Defined the goal to do research on the JLPT (Japanese Language Proficiency Tests offered by the Japanese Government), and create (online/hybrid) courses based on the JLPT standards. This has been already submitted as my PDL proposal for 2013-14, and received the Dean's approval.	I have submitted this proposal as my 2013-14 PDL project, and received the Dean's approval. As soon as I receive the final approval from the PDL Committee and the Board of Trustees, I will start working on this project.
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	Ongoing	Because of the recent	Ongoing

Annual Instructional Program Review Template for 2011-2012

and evening class schedules for a better continuity.		class cancellations, the continuity of our course sequence is disrupted. Under the current budget situations, this goal is difficult to achieve.	
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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. Create courses which attract more working professionals in the Bay Area and international students. The JLPT based courses are especially attractive to Chinese speaking students, which are currently the majority of our enrolled students.	This will be my 2013-14 PDL project. Ongoing development and modifications.	Do research on the JLPT (Japanese Language Proficiency Tests offered by the Japanese Government), and create (online/hybrid) courses based on the JLPT standards. This has been already submitted as my PDL proposal for 2013-14, and received the Dean's approval.	I have submitted this proposal as my 2013-14 PDL project, and already received the Dean's approval. As soon as I receive the final approval from the PDL Committee and the Board of Trustees, I will start working on this project.

Draft Annual Program Review Template for 2011-2012

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.)
Sabbatical replacement for the academic year 2013-14 while I'm on PDL. (or distribute my courses among our existing part-time instructors)	?	All of them. We need to maintain the integrity of the program while I'm on the sabbatical.	?

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.)

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.)

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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 the Japanese Program due to the increase in Chinese speaking	Stronger economy in China vs. Weaker economy in the U.S.

Draft Annual Program Review Template for 2011-2012

	<p>students, whose choice of secondary language is Japanese. (Most of them are not interested in European languages.)</p> <p>More local residents are interested in Tutor Training Program, in order to improve their career opportunities.</p>	
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?

1. Potential reduction in course offerings due to State-level budget cuts.
2. The declining enrollment in our evening program.

Issue #1 is beyond our control. However, my PDL proposal for the academic year 2013-14 specifically addresses issue #2. Recently, among our students and in the Bay Area as a whole, there has been a surge in demand for courses based on the JLPT standards and testing methods. I plan to use my sabbatical leave to familiarize myself with the Japanese Language Proficiency Test (JLPT).

The JLPT has been offered by the Japan Foundation and Japan Educational Exchanges and Services (formerly Association of International Education, Japan) since 1984 as a reliable means of evaluating and certifying the Japanese proficiency of non-native speakers. Early on, there were only approximately 7,000 examinees worldwide. In 2011, there were as many as 610,000 examinees around the globe, making JLPT the largest-scale Japanese language test in the world.

Over time, test applicants have become more diverse, and the applications of JLPT results have expanded from skill measurement to include employment screening and evaluation for promotions and pay raises as well as use as a form of qualification.

The JLPT is especially highly regarded in Chinese speaking countries as well as the working professionals in the Bay Area, and this can explain this current phenomenon in our community. With the ever increasing number of Chinese speaking students in our District and the rising interests in business communities to train employees according to the JLPT standards, it is critical for us to master these standards and develop courses targeted for JLPT testing.

This project has a great potential to increase the enrollment and expand our evening program.

5.3 What statements of concern 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 program review cycles.

Draft Annual Program Review Template for 2011-2012

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 strengths or positive trends 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 and Community Service Learning (JAPN 192). In these programs, community members serve as in-class tutors in one of our Japanese courses or as volunteers in our community events. 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 events 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.

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:

The Japanese program is a Foothill institution and has brought the college much renown over the years. There is strong community support for our program, the Japanese cultural center, the bamboo garden, and the Auyzama.

As is noted in this program review the success rates for the Japanese courses is high, and interest in Japanese 1 is quite robust, and the Japanese program does produce several degree earners every year.

And it's clear that the Japanese program faculty are deeply committed educators and cultural ambassadors.

6.2 Areas of concern, if any:

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While enrollments in Japanese 1 have improved, the trend over all the Japanese courses is downward. This is especially true for enrollments in the higher-level courses like Japanese 4, 5, 6 and the Japanese conversation classes.

It is also noted in this program review that the evening program which is held exclusively at Middlefield is experiencing steady declines in enrollment.

Once the Japanese Transfer Model Curriculum is finalized, I would expect to see the development of an AA-T in Japanese.

6.3 Recommendations for improvement:

Developing a program that serves students interested in taking the JLPT might entice an untapped population of students to the program. However the decline in enrollments is an immediate threat to the program and the proposed solution is at the earliest a year off.

A more immediate solution to the declining enrollments might be to co-teach the three highest level courses concomitantly as Spanish does. I also wonder if we might garner more enrollment by offering late afternoon/early evening classes on local high school campuses. This would make it easier for that student population to attend our classes and they might replace the lost adult population that used to support the evening program at Middlefield.

6.4 Recommended Next steps:

- 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/Reflections	Action Plan & Follow-Up
<p>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.</p> <p>Start Date: 12/01/2011</p> <p>SLO Status: Active</p>	<p>Assessment Method: Lesson tests, oral exams, quizzes and the final exam.</p> <p>At completion: Upon completion of ALL core courses at the end of Spring 2012 (in JAPN 6) (Assessed by Japanese Faculty)</p> <p>* Japanese AA degree is a 2-year program. Therefore the complete assessment will take two years.</p> <p>Baseline: Fall 2012: During JAPN 1 (Assessed by Japanese Faculty) Intermediate: Fall 2013: During JAPN 4 (Assessed by Japanese Faculty)</p> <p>At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty)</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will master this PL-SLO.</p>	<p>09/26/2012 - 100% of the students in JAPN 6 passed the course and completed the program in Spring 2012.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Tutorial Budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <p>10/04/2012 - 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. So far the program 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.</p>
	<p>Assessment Method: Discussions, class participation, role-plays, debates, etc.</p> <p>At completion: Upon completion of ALL core courses at the end of Spring 2012 (in JAPN 6) (Assessed by Japanese Faculty)</p> <p>* Japanese AA degree is a 2-year program. Therefore the complete assessment will take</p>	<p>09/26/2012 - 100% of the students in JAPN 6 passed the course and completed the program in Spring 2012.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Tutorial Budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <p>10/04/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>two years.</p> <p>Baseline: Fall 2012: During JAPN 1 (Assessed by Japanese Faculty)</p> <p>Intermediate: Fall 2013: During JAPN 4 (Assessed by Japanese Faculty)</p> <p>At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty)</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: 80% of students will master this PL-SLO.</p>		<p>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.</p>
<p>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.</p> <p>Start Date: 12/01/2011</p> <p>SLO Status: Active</p>	<p>Assessment Method: Final PowerPoint presentation on any topic related to Japanese society, culture, history, religion, literature, geography, philosophy, politics, economy, etc.</p> <p>At completion: Upon completion of ALL core courses at the end of Spring 2012 (in JAPN 6) (Assessed by Japanese Faculty)</p> <p>* Japanese AA degree is a 2-year program. Therefore the complete assessment will take two years.</p> <p>Baseline: Fall 2012: During JAPN 1 (Assessed by Japanese Faculty)</p> <p>Intermediate: Fall 2013: During JAPN 4 (Assessed by Japanese Faculty)</p> <p>At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty)</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>09/26/2012 - 100% of the students in JAPN 6 passed the course and completed the program in Spring 2012.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Tutorial Budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <p>10/04/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different cultures and customs. Using context-bases activities and role-playing activities were also very helpful. The students did excellent PowerPoint presentations. 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 to discuss various aspects of Japanese philosophy, literature, history, etc.is essential.</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target: <u>80% of students will master this PL-SLO.</u></p>		