

Basic Program Information

Department Name:

Japanese Program/Foreign Language

Division Name:

Language Arts

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.

Please list all Program Review team members who participated in this Program Review:

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

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	4

Please list all existing Classified positions: N/A

Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Japanese A.A. Degree (30 units)		A.A.	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Japanese A.A. Degree	5	1	6	20%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Japanese Tutor Training Certificate	1	2	4	200%

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

We have been offering Japanese Tutor Training Certificates for over 25 years, and they are widely accepted by private Japanese language institutes and local corporations in the Bay Area, as well as Japanese public and semi-public institutions such as Japan Society as an employment qualification.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

We have been offering Japanese Tutor Training Certificates for over 25 years, and they are widely accepted by private Japanese language institutes and local corporations in the Bay Area, as well as Japanese public and semi-public institutions such as Japan Society as an employment qualification.

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	607	581	661	+13.8%
Productivity (College Goal 2013-14: 535)	416	401	386	-3.6%
Success	86%	86%	83%	
Full-time FTEF	1.0	1.0	1.0	
Part-time FTEF	1.1	1.0	1.3	

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
<input checked="" type="checkbox"/>	Not Applicable * (Please see the comment below.)

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

* According to our Articulation Officer, Ms. Bernie Day, none of the California institutions has TMC in Japanese, and therefore we will not be able to create a Japanese AA-T at this moment.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The enrollment was 607 in 2010-11, 581 in 2011-12 and 661 in 2012-13. There was a 13.8% increase from 2011-12 to 2012-13. We had a good year in 2012-13 with a large number of international students (mainly Chinese speaking students).

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 Tutor Training Certificates (non-transcriptable) every year. 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.

Our retention rates and success rates are holding steady around 83-86%. The retention rate is much higher at Intermediate level courses (JAPN 4-5-6), which has between 92-100% retention rate. JAPN 192 has a 100% success rate. The beginning courses (especially JAPN 1) have much lower retention rate.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

We had a good year in 2012-13 with a large number of international students (mainly Chinese speaking students). 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.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

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 mainly caused by the uneven enrollment among different sections. Due to the 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 need to create new courses which will attract these professionals. Please see the next section for more details.

g. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Due to the economic downturn, we have lost many working students in our evening program. Currently, we only offer one course per quarter in the evening. Silicon Valley engineers and business people are typically a large part of our student body, and we need to create new courses which will attract these professionals. Currently, I am developing new online courses targeted for Japanese Language Proficiency Tests, which are widely accepted and recommended by both Japanese and American corporations.

On the other hand, due to the increased number of Chinese students, our day-time JAPN 1 courses are filled with international students. We might also consider offering JAPN 1 and JAPN 2 courses online.

Our retention rates and success rates are holding steady around 83-86%. The retention rate is much higher at Intermediate level courses (JAPN 4-5-6), which has between 92-100% retention rate. JAPN 192 has a 100% success rate. The beginning courses (especially JAPN 1) have much lower retention rate.

h. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

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.

i. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

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. Most of our JAPN courses meet Area 6 (Language other Than English) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements. In order to maintain this, we constantly update our CL-SLOs, PL-SLOs and CORs.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

I am currently developing online curriculum which will meet the demands of working professionals. These courses will prepare students for Japanese government's JLPT (Japanese Language Proficiency Tests), which are widely accepted and recommended/required by both Japanese and American corporations.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Our overall success rate in 2012-13 was 83%. Asian students had the highest success rate at 87%, and African American students had the lowest success rate at 67%. We have been recruiting local Japanese volunteer tutors and assigning them to weaker students. However, it will still take some time to fill in the gaps.

retention rates by student demographics as well as efforts to address these differences, should they exist.

Our retention rates and success rates are holding steady around 83-86%. The retention rate is much higher at Intermediate level courses (JAPN 4-5-6), which has between 92-100% retention rate. JAPN 192 has a 100% success rate. The beginning courses (especially JAPN 1) have much lower retention rate. Again, African American and Latino students have lower retention and success rates. Although we have 4-6 tutors on average in our tutor programs, they are serving as in-class tutors (for their own training). We need more tutorial supports for tutoring outside class and after class hours.

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

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 Tutor Training Certificates (non-transcriptable) every year. 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 number of AA degrees in Japanese has increased in 2012-13.

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

We currently don't offer any transcriptable certificates.

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

JAPN 1 and JAPN 2 are required for UC/CSU transfer. For some humanities majors, JAPN 3 is also a transfer requirement. Students in International Relations or Business must complete JAPN 1 through JAPN 5 for UC/UCS transfer. Therefore, our Japanese curriculum is essential in guaranteeing our students' transfer to four-year schools.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

JAPN is not a Basic Skills Program.

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

JAPN is not a Basic Skills Program.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

JAPN 1 and JAPN 2 are required for UC/CSU transfer. For some humanities majors, JAPN 3 is also a transfer requirement. Students in International Relations or Business must complete JAPN 1 through JAPN 5 for UC/UCS transfer. Therefore, our Japanese curriculum is essential in guaranteeing our students' transfer to four-year schools.

- d. Please analyze and discuss Articulation data regarding this program.**

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. Most of our JAPN courses meet Area 6 (Language other Than English) requirement for IGETC, as well as the Area C-2 (Humanities) of the CSU-GE breadth requirements. In order to maintain this, we constantly update our SLOs and CORs.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

Japanese language is the most sought after foreign language in Silicon Valley. I am constantly getting inquiries from local high-tech and start-up companies regarding availability of business Japanese courses and JLPT prep courses. I am currently developing online courses to meet their demands.

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

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.

g. Discuss any job placement and/or salary data available for your students after graduation.

N/A

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

N/A

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

N/A

j. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.

As mentioned above, we have been successfully offering the Tutor Training Program (JAPN 192/certificate) for more than two decades. In this course, community members serve as in-class tutors in one of our Japanese courses. We are very well-known in the local Japanese community, and we have placed our tutors in many local institutions as instructors and tutors.

k. Outcomes assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

N/A

outcomes and action plans as a result of these meetings.

N/A

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-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 2012-13 Japanese CL-SLOs.**

b. Attach 2012-2013 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 2012-13 Japanese PLOs.**

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

JAPN 1 course has dipped slightly under our target success rate of 80%. Hopefully this is just temporary. However, if the 2013-14 JAPN 1 success rate falls below 80% again, we need to readjust our course contents. All the other JAPN courses have high success and retention rates, and they don't call for any modifications.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

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 Japanese language 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.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

Because of the decline in our evening Japanese program, we moved our conversation courses to daytime on Main Campus. Our analysis also led us to plan a development of a new online curriculum targeted for working professionals.

d. If your program has other outcomes assessments at the program level, comment on the findings.

N/A

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

We discuss our students' progress and any pending issues on a regular basis, both face-to-face and by e-mails. All the input and feedback from our faculty members are essential in assessing our SLOs.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

It has proven that our existing course objectives and targets are appropriate. However, we will make efforts to develop online courses in order to attract more working professionals. The current trend and our students' comments indicates that the problem is not our existing courses and their SLOs. Rather, they want to have totally new courses with new SLOs which are tailor-made for their professional needs (mainly Silicon Valley engineers). I'm working on developing new courses during my sabbatical (2013-14).

These comments are helpful, but do not specifically address your SLOs. Base on your reflections of student achievement of your identified course level outcomes, what trends have you noticed? Have you made any changes in your curriculum, your teaching strategies, course assignments, etc?

g. 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. The Japanese Program assessments indicates that our existing PL-SLOs are met at a very high rate (90+%) at the exit level (JAPN 6). We should maintain this curriculum and the PL-SLOs as our main track. However, at the same time, we need to develop a new career-oriented, non-transfer online curriculum with its own PL-SLOs as our second track, in order to boost our enrollment.

This section refers to the identified program outcomes for Japanese, not completion data. Based on your reflections and discussions, are there any changes or enhancements to your program that you see as valuable?

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. Advertise online and recruit more students for our Tutor Training Program and JAPN 192 course. We can also distribute flyers at local Japanese shops and restaurants.	Related course (JAPN 192) has 100% success rate in all of its SLOs. However, the number of tutors are not enough for covering all our courses. The SLOs should be kept intact, but we need to make more effort in recruiting new tutors.	Work Force/Transfer	A strong tutorial support is essential in students' success.
2. Develop online courses targeted for working professionals. During my sabbatical (2013-14), I'm developing new online courses specifically targeted for Japanese Language Proficiency Tests administered by the Japanese Government, and required by many US and Japanese corporations for their workers.	No SLOs yet. However, our students' comments and inquiries indicate increasing demand for career-oriented courses. The demand for the JLPT prep courses are especially strong.	Work Force	They will give better opportunities for our students in their workplace.

These appear to be goals, for the upcoming section 6, rather than actions related to your SLO assessments?

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Strengthen the evening Program.	No	No. We will shift towards online courses to attract more working professionals.	I am currently developing online courses targeted for JLPTs.
2. Increase the enrolment of underrepresented populations, especially Latino and African-American students.	No	Yes/Ongoing	Advertise our program to these underrepresented student communities. Also, advertise through our student activities (Japanese Culture Club).
3. Revise the day-time and evening class schedules for a better continuity.	No	Yes/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.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Develop online courses targeted for working professionals. Specifically, these courses will prepare working professionals for the JLPT above. JLPT is administered world-wide, and is considered to be the industry standard for hiring and promotions	In the next two years. This is my sabbatical project for (2013-14). Since they are totally new courses, it will take at least two years to complete, get approved and offered.	They will attract more working professionals, and give them opportunities for lifelong learning and career development.	Actual course offerings and enrollment.
3. Revise the JAPN course schedule for a better continuity. 1. Due to the increase in transferring Chinese students, there is a stronger demand in	Ongoing	Provide learning opportunities to a wide range of students.	Better scheduling and undisrupted course offerings.

<p>JAPN 1 and JAPN 2. We should reallocate our budget to offer more JAPN 1 and eliminate some of our higher-level courses. 2. Offer JAPN 3, 4, 5, 6 courses online to accommodate students' schedule. 3. Create and offer career courses online to accommodate busy working professionals.</p>			
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This goal needs to be more specific, as you mention above that course cancelations are the problem. However, the classes are cancelled due to low enrollment. What changes could the department make to the courses/modalities/times and or to the outreach that would lead to stronger enrollment and fewer cancelations?

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

This goal needs to be more specific, as you mention above that course cancelations are the problem. However, the classes are cancelled due to low enrollment. What changes could the department make to the courses/modalities/times and or to the outreach that would lead to stronger enrollment and fewer cancelations?

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

N/A

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
N/A	

a. After reviewing the data, what would you like to highlight about your program?

Our Japanese Program has an excellent reputation in the local community. 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. Our students also have a high success rate in passing the “Japanese Language Proficiency Tests (JLPTs)” administered by the Japanese government.

We also have a unique Tutor Training Program. We are very well-known in the local Japanese community, and we have placed our tutors in many local institutions as instructors and tutors for more than two decades.

Our Japanese Culture Club has 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.

At Foothill College 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 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Japanese faculty are all conscientious and dedicated educators, and as it is noted in this program review, the Japanese program is well regarded in the community and enjoys a strong reputation for not just language instruction but for cultural awareness as well.

b. Areas of concern, if any:

Not captured in the program data available for this program review is a marked decline in enrollment this fall and continuing this winter. This is in addition to declining enrollments in the evening program on the Middlefield campus.

c. Recommendations for improvement:

Plans to explore online offerings and to develop courses that are attractive to business professionals are promising. However, in the short term it appears necessary to discontinue the evening course offerings. We will also need to ration other courses such as the conversation classes instead of offering them each quarter maybe only offering them in the spring.

This section is for the Vice President/President to provide feedback.

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

The program has dedicated and talented faculty, an excellent community reputation, and provides high quality instruction.

e. Areas of concern, if any:

There appears to be a confusion regarding student enrollment and achievement, such as course success and degree awards, and student learning outcomes assessments and reflections. The Office of Instruction would be pleased to come to a department meeting, or to provide assistance in this area. The other area of concern is the identified decline in enrollment.

f. Recommendations for improvement:

The department should continue to revise its curriculum, and follow through on the online classes, and classes for business professionals.

g. Recommended Next steps:

Proceed as planned on program review schedule
 Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

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/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Aural/oral tests.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial Budget.</p> <p>GE/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.</p>	<p>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.</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/IL-SLO Reflection:</p>	<p>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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p>	
<p>Department - Japanese (JAPN) - JAPN 13A - INTERMEDIATE CONVERSATION I - SLO 2 - feelings, opinions and intentions - Express feelings, opinions, and intentions. Argue, evaluate, and request with fluency. (Created By Department - Japanese (JAPN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Aural/oral tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial Budget.</p> <p>GE/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.</p>	<p>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.</p> <hr/>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Aural/oral tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial Budget.</p> <p>GE/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.</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: Tutorial budget. GE/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.</p>	<p>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.</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: Tutorial budget. GE/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.</p>	<p>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.</p>
<p>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</p>	<p>Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- Japanese (JAPN))	Discussion/Participation Target for Success: 80% of Students will pass the course with a grade of C or higher.		
Course-Level SLO Status: Active	<p>Assessment Method: Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>Assessment Method: Aural/oral tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>
			<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Japanese using appropriate language and styles.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p> <p>Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p> <p>Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p> <p>Assessment Method: Aural/oral tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p> <p>Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p> <p>Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>		
<p>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).</p> <p>(Created By Department - Japanese (JAPN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <hr/> <p>10/03/2012 - 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 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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	<p>Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			10/03/2012 - 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 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>Assessment Method: Aural/oral tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			10/03/2012 - 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/Reflections	Action Plan & Follow-Up
			<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>Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <p>10/03/2012 - 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 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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <hr/> <p>10/03/2012 - 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 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> <hr/>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <hr/> <p>10/03/2012 - 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 class is going very well. We need to recruit more</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>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>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <p>10/03/2012 - 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 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>Assessment Method: Aural/oral tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>grade of C or higher.</p> <p>Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/03/2012 - 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 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>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			<p>10/03/2012 - 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 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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			presentations are appropriate.
	<p>Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			10/03/2012 - 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 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 - Tutoring Skills - A successful student will demonstrate effective tutoring skills, including cross-cultural communication. (Created By Department - Japanese (JAPN))	<p>Assessment Method: Students will conduct a case study and analysis based on their actual classroom experience.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - 100% of students passed the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/IL-SLO Reflection: 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.</p>	06/22/2012 - 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.
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - 100% of students passed the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/IL-SLO Reflection: 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.</p> <p>06/22/2012 - 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.</p>
		<p>08/30/2013 - 100% of students passed the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/IL-SLO Reflection: 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.</p>	<p>06/22/2012 - 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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.	
Department - Japanese (JAPN) - JAPN 192 - COMMUNITY SERVICE LEARNING FOR JAPANESE - Reporting Techniques - A successful student will demonstrate effective reporting techniques. (Created By Department - Japanese (JAPN))	<p>Assessment Method: Students will keep a journal and submit their reflections weekly.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will submit relevant reflections.</p> <p>Course-Level SLO Status: Active</p>	<p>08/30/2013 - 100% of students received C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/IL-SLO Reflection: 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.</p>	06/22/2012 - 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.
	<p>Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - 100% of students received C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/IL-SLO Reflection: 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'</p>	06/22/2012 - 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.	
Department - Japanese (JAPN) - JAPN 192A - COMMUNITY SERVICE LEARNING FOR JAPANESE - SLO 1 - tutoring skills - Demonstrate effective tutoring skills, including cross-cultural communication. (Created By Department - Japanese (JAPN))	<p>Assessment Method: Students will conduct a case study and analysis based on their actual classroom experience.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>		
<p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>		<p>Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	
	<p>Assessment Method: Students will discuss issues involving student learning, teaching methods and curriculum development.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will be able to present relevant opinions and actively participate in discussions.</p>		
Department - Japanese (JAPN) - JAPN 192A - COMMUNITY SERVICE LEARNING FOR JAPANESE - SLO 2 - reporting techniques - Demonstrate effective reporting techniques. (Created By Department - Japanese (JAPN))	<p>Assessment Method: Students will keep a journal and submit their reflections weekly.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>	<p>80% of students will submit relevant reflections.</p> <p>Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p> <hr/>
	<p>Assessment Method: Aural/oral tests.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 2.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>Result: 08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p> <hr/>
<p>Department - Japanese (JAPN) - JAPN 2 - ELEMENTARY JAPANESE II - SLO 2 - Narrate and describe using proper styles. - Describe people and things, and express likes/dislikes. Narrate using more complex structures and paragraphs. Distinguish formal and informal styles. (Created By Department - Japanese (JAPN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 2.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>Result: 08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p> <hr/>
	<p>Assessment Method: Aural/oral tests, lesson tests, quizzes and the Final Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>Result: 08/30/2013 - Around 85% of students passed with a C or higher in Winter 2012.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/IL-SLO Reflection: The students have achieved the expected</p>	<p>06/22/2012 - 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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of Students will pass the course with a grade of C or higher.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>06/22/2012 - 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.</p>
<p>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.</p> <p>(Created By Department - Japanese (JAPN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will write short summaries and essays, and report them in class.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <p>10/03/2012 - 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 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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			practice. Quizzes, tests and oral presentations are appropriate.
	<p>Assessment Method: Students will analyze the given topics/subject matters and discuss in class.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			10/03/2012 - 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 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>Assessment Method: Students will take lesson tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			10/03/2012 - 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 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>Assessment Method: Oral presentations.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.
			10/03/2012 - 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 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			presentations are appropriate.
<p>Department - Japanese (JAPN) - JAPN 3 - ELEMENTARY JAPANESE III - SLO 2 - Analysis, summarization and retelling stories - 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.</p> <p>(Created By Department - Japanese (JAPN))</p>	<p>Assessment Method: Students will write short summaries and essays, and report them in class.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>Result: 08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
<p>Course-Level SLO Status: Active</p>			<p>10/03/2012 - 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 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>Assessment Method: Students will analyze the given topics/subject matters and discuss in class.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>Result: 08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			<p>10/03/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	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.
	<p>Assessment Method: Students will take lesson tests and the final exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			10/03/2012 - 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 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>Assessment Method: Oral presentations.</p>	08/30/2013 - More than 80% of students passed	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <hr/> <p>10/03/2012 - 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 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> <hr/>
<p>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 Department - Japanese (JAPN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Classroom discussions on various topics related to Japanese history, society, customs and manners, etc.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will be able to sustain conversations with only minor errors, if any.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial Budget.</p> <p>GE/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.</p>	<p>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.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Classroom discussions on various topics related to Japanese history, society, customs and manners, etc.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will be able to sustain conversations with only minor errors, if any.</p>	<p>Result: 08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial Budget.</p> <p>GE/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.</p>	<p>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.</p> <hr/>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Classroom discussions on various topics related to Japanese history, society, customs and manners, etc.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will be able to sustain conversations with only minor errors, if any.</p>	<p>Result: 08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p> <hr/>
	<p>Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests.</p> <p>Final Exam.</p> <p>Assessment Method Type:</p>	<p>Result: 08/30/2013 - More than 90% of students passed with a grade C or higher in Winter 2012.</p> <p>Year This Assessment Occurred:</p>	<p>06/22/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of C or higher on the quizzes and tests.</p>	<p>2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>context-bases activities and role-playing activities were also very helpful.</p>
	<p>Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now).</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Classroom discussions on various topics related to Japanese history, society, customs and manners, etc.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will be able to sustain conversations with only minor errors, if any.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>different speech styles. Using context-bases activities and role-playing activities were also very helpful.</p>	
	<p>Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of C or higher on the quizzes and tests.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p>
	<p>Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now).</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p> <p>GE/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.</p>	<p>06/22/2012 - 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.</p>
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	<p>Assessment Method: Classroom discussions on various topics related to Japanese history, society, customs and manners, etc.</p> <p>Assessment Method Type:</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages. (Created By Department - Japanese (JAPN))</p> <p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation</p> <p>Target for Success: 80% of students will be able to sustain conversations with only minor errors, if any.</p>	<p>2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/03/2012 - 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 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>Assessment Method: Final presentation using PowerPoint. Topics may include Japanese history, customs and traditions, geography and demographics, etc.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be able to receive a grade of C or higher on final presentations.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
			<p>10/03/2012 - 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 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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			presentations are appropriate.
	<p>Assessment Method: Kanji quizzes and lesson tests, including vocabulary, grammar and listening tests.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of C or higher on the quizzes and tests.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
	<p>Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now).</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/03/2012 - 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 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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			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 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))	<p>Assessment Method: Cultural report on various topics involving Japanese history, society, and current issues.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be able to engage in analytical discussions based on each student's cultural report.</p>	<p>Result: 08/30/2013 - More than 80% of students passed the course with a C or higher.</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial Budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p>
<p>Course-Level SLO Status: Active</p>			10/03/2012 - 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 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>Assessment Method: Classroom discussions on various topics,</p>	<p>08/30/2013 - More than 80% of students passed the course with a C or higher.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>including current social issues.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will receive a grade of C or higher.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial budget.</p>	<p>10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <hr/> <p>10/03/2012 - 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 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> <hr/> <hr/>

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>08/30/2013 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2013.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>08/30/2013 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2013.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Tutorial Budget.</p>	<p>08/30/2013 - Recruit more in-class tutors to facilitate individualized instruction and learning.</p> <p>08/30/2013 - 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 2014 (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>08/30/2013 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2013.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>		