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

Please include the following information about your program:

Total number of Full Time Faculty:	0*
Total number of Part Time Faculty:	4
Total number of Classified Professionals:	0
* The only full-time Japanese instructor was on PDL during the 2013-14 academic year.	

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

Please complete the appropriate data elements.

A) Instructional Program Data:

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

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Japanese A.A. Degree	1	6	1	

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	581	660	492	-25.5%
Productivity (College Goal 2014-15: 535)	401	386	387	0.3%

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data?   (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

We experienced a sharp decline in 2013-14 (-25.5%). The program enrollment was impacted by the only full-time Japanese instructor's PDL. Especially, JAPN 4-5-6 have always been taught by the full-time instructor, and these courses had a drastic decline during her PDL (up to -44%).

Our Japanese Tutor Training Program has been in effect for more than two decades, and is very well known among the Japanese community and institutions in the Bay Area. We have placed our tutors in various local schools and institutions. Especially after we eliminated the Tutorial Center, this tutor training program is the only way to get any tutorial help in Japanese, because the Learning Resource Center doesn't offer Japanese tutoring service. We have been offering JAPN 192 (Community Service Learning) course to support our language courses. However, we couldn't offer JAPN 192 during her PDL, therefore our courses had no tutorial support during 2013-14.

Since Fall 2014, we have resumed JAPN 192 and tutorial service. We have also launched the Foothill College Japanese Program Homeroom on Facebook, where we advertise our program and cultural events, as well as posting important course information and study guides. Our enrollment has rebounded dramatically in Fall 2014, and is getting even stronger in Winter 2015. Our Japanese faculty members are committed to maintaining a viable program and will be vigilant watching to see if any enrollment trends emerge in the coming year.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

> We normally have 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 still underrepresented.
>
> Fortunately, the Japanese full-time instructor holds a Ph.D. in Spanish, so we are advertising our Japanese Program to Spanish speaking students by emphasizing how close our phonetic systems are, and how easy for Spanish speakers to learn Japanese. We also have many Spanish loan words in Japanese, so we are incorporating Spanish words and anecdotes into our daily instructions to keep them interested. However, we still need to figure out how to recruit and retain African American students more effectively.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

> As mentioned above, we are advertising our Japanese Program to Spanish speaking students by emphasizing how close our phonetic systems are, and how easy for Spanish speakers to learn Japanese. We also have many Spanish loan words in Japanese, so we are incorporating Spanish words and anecdotes into our daily instructions to keep them interested.
>
> Since we have just started this effort after the full-time instructor returned from her PDL, it would take some time for us to see more significant effect. However, it sure did have some impact on the class atmosphere. Latino students are more actively participating in class discussions.
>
> We still need to work on recruiting and retaining more African American students.

Section 3: Outcomes Assessment Summary

A) **Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

B) **Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 4: Assessment and Reflection

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

A) <u>For instructional programs only,</u> **what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

As we discussed above, our conclusion is that the sharp decline in 2013-14 enrollment (-25.5%) was impacted by the only full-time Japanese instructor's PDL. No change in CL-SLOs will be made until we evaluate 2014-15 data.

Since Fall 2014, we have resumed JAPN 192 and tutorial service. We have also launched the Foothill College Japanese Program Homeroom on Facebook, where we advertise our program and cultural events, as well as posting important course information and study guides. Our enrollment has rebounded dramatically in Fall 2014, and is getting even stronger in Winter 2015. Our Japanese faculty members are committed to maintaining a viable program and will be vigilant watching to see if any enrollment trends emerge in the coming year. We will re-evaluate our CL-SLOs at that time.

B) <u>For instructional programs only,</u> **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?**

As we discussed above, our conclusion is that the sharp decline in 2013-14 enrollment (-25.5%) was impacted by the only full-time Japanese instructor's PDL. No change in PL-SLOs will be made until we evaluate 2014-15 data.

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

In 2013-14, the exit level course (JAPN 6) enrollment was down 21%, but the success rate was 100%.

We will re-evaluate our PL-SLOs at the end of 2014-15.

For all programs: Instructional, Students Services, Administrative

C) **How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

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.

D) What do members of 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.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Advertise online and recruit more students for our Tutor Training Program and JAPN 192 course.	No	In Progress	I have launched the Foothill College Japanese Program Homeroom on Facebook, where we advertise our program and recruit new tutors, among other things. It has been working wonderfully.
2. Develop online courses targeted for working professionals.	No (This was part of my 2013-14 PDL project.)	In Progress	Our students' comments and inquiries indicate increasing demand for career-oriented online Japanese courses. I have created basic framework for three online courses as my PDL project. They are not approved by the State yet, but I will keep improving them and plan to offer them online once I obtain a State approval. They will attract more working professionals, and give them opportunities for lifelong learning and career development.
3. Increase the enrollment of underrepresented populations, especially Latino and African-American students. Create flyers in Spanish. Host multi-cultural events to appeal underrepresented populations (for example, we have festivals on 5/5 in	No	In Progress	**Create flyers in Spanish. Host multi-cultural events to appeal underrepresented populations (for example, we have festivals on 5/5 in both Japan and Mexico; we also have a custom similar to "Day of the Deads."** **Incorporated lectures related to Spanish loan words and other Spanish influence on Japan. This seems to appeal to Latino students. We need to figure out how to recruit more African American students.**

both Japan and Mexico; we also have a custom similar to "Day of the Deads."			

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
N/A	N/A	We will keep working on the above goals.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

Using the tables below, summarize your program's <u>unfunded</u> 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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
N/A	N/A	N/A

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time
N/A	N/A		N/A

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A	N/A	N/A

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A	N/A	N/A

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A	N/A	N/A

Section 7: Program Review Summary

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

Recommendation	Comments
Dean's comment from last year: "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."	We experienced a sharp decline in 2013-14 (-25.5%). The program enrollment was impacted by the only full-time Japanese instructor's PDL. Our enrollment has rebounded dramatically in Fall 2014, and is getting even stronger in Winter 2015. Our Japanese faculty members are committed to maintaining a viable program and will be vigilant watching to see if any enrollment trends emerge in the coming year. The Evening Program, however, is unpredictable, especially because we will be moving to Onizuka soon. We might have to switch to hybrid or pure online courses. Fall 2014 was strong, but we need to evaluate the Winter 2015 enrollment.

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 event on a regular basis. The Japanese Culture Center offers annual events such as Tea Ceremony demonstrations during the APIM, calligraphy and paper craft workshops, etc. We also have Japanese Anime Club, which is the biggest student club on Foothill College. We are going to host our first annual anime convention at Foothill in January 2015 with external vendors and restaurants.

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 8: Deans 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 program remains a vital and important part of the Language Arts division. While enrollments did decline during the full-time instructor's PDL, they have rebounded nicely. The program had robust enrollment in the fall 2014 and the trend has continued into the winter 2015.

As this program review notes, the Japanese program and its attendant services

B) Areas of concern, if any:

I do not have any at this time.

C) Recommendations for improvement:

D) Recommended next steps:
__X_ Proceed as planned on program review schedule
___ Comprehensive Program Review (Out of cycle) Recommended
___ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

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
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)) **Course-Level SLO Status:** Active	**Assessment Method:** In-class discussions, small group practice, pair works: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial Budget. **GE/IL-SLO Reflection:** The students have achieved the expected level of proficiency in this course. They	09/16/2014 - 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

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		seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.	the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 1. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - 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 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 1. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - 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

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			the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Course Test/Quiz. Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: In-class discussions, small group practice, pair works: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - 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

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			authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		06/09/2014 - More than 80% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - 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 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - 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

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			authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
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	Assessment Method: 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.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/16/2014 - 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

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		expected level of proficiency in all the skills.	group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/09/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - 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

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			speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/09/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/16/2014 - 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

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		expected level of proficiency in all the skills.	speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. Answer questions related to the presentation. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - 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 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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.
	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.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Japanese (JAPN) - JAPN 14A - ADVANCED CONVERSATION I - SLO 1: Socio-linguistic features - Differentiate socio-linguistic features of speech, such as honorifics, in-group/out-group, male/female, and formal/informal. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	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.	06/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	06/09/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 06/09/2014 - 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

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.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 14A - ADVANCED CONVERSATION I - SLO 2 - Historical and cultural differences - Analyze historical and cultural differences. Apply appropriate language and cultural skills in order to be at ease when discussing any topic in an informal manner. (Created By Department - Japanese (JAPN))	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	09/16/2014 - 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
Course-Level SLO Status: Active	**Target for Success:** 80% of Students will pass the course with a grade of C or higher.	Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 09/16/2014 - 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.
	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.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	06/09/2014 - More than 80% of the students successfully passed the course. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	06/09/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 06/09/2014 - 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

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 14B - ADVANCED CONVERSATION II - SLO 1 - cultural messages and socio-linguistic features - Apply advanced skills in expressing cultural messages, and use in an appropriate manner: male/female speech, formal/informal styles, and honorifics (including in-group/out-group terms). (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	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 presentations are appropriate. _____
	Assessment Method: Students will analyze and discuss various	09/16/2014 - More than 80% of students passed the course with a C or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	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.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:**	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	09/16/2014 - 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	80% of Students will pass the course with a grade of C or higher.	Tutorial budget.	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. _____ 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. _____
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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. _____ 09/16/2014 - Recruit more in-class tutors to facilitate individualized

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			instruction and learning.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	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.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Students will do oral presentations on various topics related to current and	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:**	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will conduct a case study and analysis based on their actual classroom experience. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 80% of students will receive a grade of C or higher.		
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Students will discuss issues involving student learning, teaching methods and curriculum development. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to present relevant opinions and actively participate in discussions.		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will keep a journal and submit their reflections weekly. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will submit relevant reflections.		
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.		
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)) **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students will conduct a case study and analysis based on their actual classroom experience. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 80% of students will receive a grade of C or higher.		
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.		
	Assessment Method: Students will discuss issues involving student learning, teaching methods and curriculum development. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to present relevant opinions and actively participate in discussions.		
Department - Japanese (JAPN) - JAPN 192A - COMMUNITY SERVICE LEARNING FOR JAPANESE - SLO 2 - reporting techniques - Demonstrate effective reporting techniques. (Created By Department - Japanese (JAPN)) **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Students will keep a journal and submit their reflections weekly. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will submit relevant reflections.		
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.		
Department - Japanese (JAPN) - JAPN 2 - ELEMENTARY JAPANESE II - SLO 1 - Simple sentences - Produce sentences, orally and in writing based on daily familiar vocabulary and functions. (Created By Department - Japanese (JAPN))	**Assessment Method:** In-class discussions, small group practice, pair works: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 80% of Students will pass the course with a grade of C or higher.	**Resource Request:** Tutorial budget. **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.	playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 2. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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

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	grade of C or higher.	**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.	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 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 2. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests, lesson tests, quizzes and the Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:**	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	09/16/2014 - 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

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	80% of Students will pass the course with a grade of C or higher.	Tutorial budget. **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.	helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: In-class discussions, small group practice, pair works: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - 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. 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.

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Department - Japanese (JAPN) - JAPN 3 - ELEMENTARY JAPANESE III - SLO 1 - construction of statements - Construct conditional statements and suppositions. State and support one's opinions. Analyze different aspects of human life and construct comparative/superlative statements. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will write short summaries and essays, and report them in class. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze the given topics/subject matters and discuss in class. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade of C or higher.	09/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 09/16/2014 - 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

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			native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will take lesson tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Oral presentations. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will receive a grade of C or	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:**	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.

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	higher.	2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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 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. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will write short summaries and essays, and report them in class. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. 09/09/2014 - 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

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			practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze the given topics/subject matters and discuss in class. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. _____ 09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will take lesson tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning. _____ 09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-

| | | | playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. |
| | **Assessment Method:**
Oral presentations.
Assessment Method Type:
Presentation/Performance
Target for Success:
80% of tudents will receive a grade of C or higher. | 09/16/2014 - More than 80% of students passed the course with a C or higher.
Result:
Target Met
Year This Assessment Occurred:
2013-2014
Resource Request:
Tutorial budget. | 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.

09/16/2014 - 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 4 -

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial Budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Oral presentations on various topics based	09/16/2014 - More than 80% of students passed the course with a C or higher.	

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	on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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 4 - INTERMEDIATE JAPANESE I - SLO 2 - idiomatic expressions - Construct sentences using idiomatic expressions on various topics beyond daily needs. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial Budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

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	Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

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Department - Japanese (JAPN) - JAPN 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/16/2014 - More than 90% of students passed with a grade C or higher in Winter 2012. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - 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 5 - INTERMEDIATE JAPANESE II - SLO 2- Sentence construction - Construct sentences using more complex structures and noun modifier clauses. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/09/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget. **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.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Japanese (JAPN) - JAPN 6 - INTERMEDIATE JAPANESE III - SLO 1 - intermediate language usage - Demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Final presentation using PowerPoint. Topics may include Japanese history, customs and traditions, geography and demographics, etc. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to receive a grade of C or higher on final presentations.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
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			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
			———————————————
	Assessment Method: Kanji quizzes and lesson tests, including vocabulary, grammar and listening tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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.
			———————————————
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
			———————————————
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:**	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:**	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	2013-2014 **Resource Request:** Tutorial budget.	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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Cultural report on various topics involving Japanese history, society, and current issues. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to engage in analytical discussions based on each student's cultural report.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial Budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Classroom discussions on various topics, including current social issues. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade or C or higher.	09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.

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
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. **Start Date:** 12/01/2011 **SLO Status:** Active	**Assessment Method:** Lesson tests, oral exams, quizzes and the final exam. At completion: Upon completion of ALL core courses at the end of Spring 2012 (in JAPN 6) (Assessed by Japanese Faculty) * Japanese AA degree is a 2-year program. Therefore the complete assessment will take two years. Baseline: Fall 2012: During JAPN 1 (Assessed by Japanese Faculty) Intermediate: Fall 2013: During JAPN 4 (Assessed by Japanese Faculty) At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty) **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80% of students will master this PL-SLO.	09/16/2014 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Discussions, class participation, role-plays, debates, etc. At completion: Upon completion of ALL core courses at the end of Spring 2012 (in JAPN 6) (Assessed by Japanese Faculty) * Japanese AA degree is a 2-year program. Therefore the complete assessment will take two years.	09/16/2014 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Baseline: Fall 2012: During JAPN 1 (Assessed by Japanese Faculty) Intermediate: Fall 2013: During JAPN 4 (Assessed by Japanese Faculty) At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty) **Assessment Method Type:** Discussion/Participation **Target:** 80% of students will master this PL-SLO.		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.
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. **Start Date:** 12/01/2011 **SLO Status:** Active	**Assessment Method:** Final PowerPoint presentation on any topic related to Japanese society, culture, history, religion, literature, geography, philosophy, politics, economy, etc. At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty) * Japanese AA degree is a 2-year program. Therefore the complete assessment will take two years. Baseline: Fall 2012: During JAPN 1 (Assessed by Japanese Faculty) Intermediate: Fall 2013: During JAPN 4 (Assessed by Japanese Faculty) At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty) **Assessment Method Type:** Presentation/Performance **Target:** 80% of students will master this PL-SLO.	09/16/2014 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - 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.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up