BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Japanese Program

Division Name: Language Arts

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

Name	Department	Position
Ikuko Rakow	Japanese/Foreign Language	Program Chair

Number of Full Time Faculty: 1   **Number of Part Time Faculty:** 3

Please list all existing Classified positions: *Example: Administrative Assistant I*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Japanese Program had a spectacular year in 2014-2015. Enrollment was up 34.4%, WSCH was up 29.3%, and the productivity was up 11.1%. The overall success rate was 85%, but the JAPN 4-5-6 series had an extremely high retention and success rate. 34 students completed JAPN 4 successfully, and the respective numbers for JAPN 5 and JAPN 6 are 34 and 33. The JAPN program completion rate at JAPN 6 was 97%. We also issued many AA degrees in Japanese.

At the end of the two-year program, the students were able to achieve the targeted level of proficiency or higher, and many students came back this year as volunteer tutors. We are not only teaching Japanese language and culture to our students, we are building a truly effective learning community.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The success rates for JAPN 1 vary greatly by instructor. To address this, we will have frequent meetings with part-time instructors to improve the overall success rate and control the quality of every course we offer.

The assistance of volunteer tutors and the JAPN 192 course contribute greatly to our high success rates. Since the Language Resource Center has no Japanese-language resources, we need to keep working hard to recruit and retain volunteer tutors.

We also have various Japan related extra-curricular activities and student clubs (Japanese Culture Club and Anime Club). In April 2015, we had our first annual Anime convention, and we had more than 400

participants and various vendors.   In spring 2016, we are aiming for 600-700+ participants.

These volunteer-based activities are our greatest assets and they are the major driving force for building a truly effective learning community. We will keep working hard to further grow our community.

As I have indicated in the Resource Request, we need a dedicated classroom for Japanese, just as the Spanish Program has. We request the room across from the Japanese Culture Center (in 6500). This will allow us to use the JCC for short cultural activities (30 minutes or less) during class time, without losing 10-15 minutes in just moving to and from distant classrooms. Also, since all the JAPN courses are back-to-back on Mondays & Wednesday 8-12, Tuesday, Thursdays, Fridays 8-1:30, it will be easier to have a JAPN-designated room across the JCC. Once we have this priority room assignment, rather than not knowing where we will be every quarter, we can make longer-term investments in developing a more culturally enriched curriculum using the unique cultural resources we have.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We use the student success rate, especially at the end of JAPN 6. We also use the program level SLOs to see how much our students have accomplished. Although the Japanese Program has only one full-time instructor and three part-time instructors, our success level and the completion rate (AA degrees) are trditionally high compared with English or Spanish. The Japanese Program assessments indicate that our PL-SLOs are met at a very high rate (97% in 2014-15) at the exit level (JAPN 6). We should maintain this curriculum and the PL-SLOs as our main track.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Although the success rates for African American and Latino students have slightly increased in 2014-15, they are stilll under-represented. The vast majority of students in JAPN 1 and 2 are Asians (especially Chinese). However, at the higher levels (JAPN 4-5-6), most of the students are Caucasian males.

We are continuously recruiting African American and Latino students to join our club activities and participate in the language exchange program.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Develop short in-class cultural activities, utilizing the JCC's resources.	As soon as we secure a designated classroom across from the JCC.	Curriculum diversity and student retention.

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) <u>website</u> for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
We need a dediccated classroom for JAPN courses across from the JCC (in 6500), Mondays & Wednesday 8-12, Tuesday, Thursdays, Fridays 8-1:30.	0	Develop short in-class cultural activities, utilizing the resources available at the JCC.	☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: 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: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Japanese program continues to be a top performing program in Language Arts. In general, Japanese classes enroll robustly and the faculty work hard to make the program attractive to new and continuing students. I applaud the efforts of the faculty to create extracurricular activities like the Anime program that students and the community are drawn to. The Japanese program is certainly a value-added highlight of the college.

4B. Areas of concern, if any:

None at this time

4C. Recommendations for improvement:

4D. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of <u>Section 4</u>, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College

Department - Japanese (JAPN)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			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.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/08/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		speaker tutors in class will be helpful.	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.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/08/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - 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.
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.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/08/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - 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: 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.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/08/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - 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: 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.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/08/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - 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
		04/29/2015 - More than 80% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/08/2015 - 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 roleplaying 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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		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - 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: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/08/2015 - 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 roleplaying 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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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/08/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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 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 do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		10/09/2015 - More than 80% of students have passed the course with a grade of C or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	**Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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 analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.		
	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:**	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/09/2015 - 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

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.	**Resource Request:** Tutorial Budget.	roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 14B - ADVANCED CONVERSATION II - SLO 1 - cultural messages and socio-linguistic features - Apply advanced skills in expressing cultural messages, and use in an appropriate manner: male/female speech, formal/informal styles, and honorifics (including in-group/out-group terms). (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/09/2015 - 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: 80% of Students will pass the course with a grade of C or higher.	**Resource Request:** Tutorial Budget.	roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	grade of C or higher.		helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 14B - ADVANCED CONVERSATION II - SLO 2 - Historical and cultural analysis - Analyze historical and cultural differences in depth. Apply appropriate language and cultural skills in order to be at ease when discussing any topic in both formal and informal manner. (Created By Department -	**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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:**	10/09/2015 - 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 roleplaying activities were also very

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Japanese (JAPN)) **Course-Level SLO Status:** Active	**Target for Success:** 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.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget. **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	10/09/2015 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
		04/29/2015 - 100% of students passed the course. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.	04/29/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	10/09/2015 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:**	10/09/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students'

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Tutorial Budget.	success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
		04/29/2015 - 100% of students passed the course. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.	04/29/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
	Assessment Method: Students will discuss issues involving student learning, teaching methods and curriculum development. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to present relevant opinions and actively participate in discussions.	10/09/2015 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
		04/29/2015 - 100% of students passed the course. **Result:** Target Met	04/29/2015 - This program has been the best asset in the Foothill

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.	Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
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.	10/09/2015 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
		04/29/2015 - 100% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** This program has been the best asset in the	04/29/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.	college in the Bay Area which offers such a service learning program.
	Assessment Method: Students will conduct research relevant to Japanese pedagogy and write reports. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	10/09/2015 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.
		04/29/2015 - 100% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area	04/29/2015 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and improve and maintain the students' success and retention. Foothill College is the only community college in the Bay Area which offers such a service learning program.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		which offers such a service learning program.	
Department - Japanese (JAPN) - JAPN 192A - COMMUNITY SERVICE LEARNING FOR JAPANESE - SLO 1 - tutoring skills - Demonstrate effective tutoring skills, including cross-cultural communication. (Created By Department - Japanese (JAPN)) **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. **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	**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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 06/24/2011 **Course-Level SLO Status:** Active	**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 192B - 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. **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 192B - COMMUNITY SERVICE LEARNING FOR JAPANESE - SLO 2 - reporting	**Assessment Method:** Students will keep a journal and submit their reflections weekly.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 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 192C - 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 192C - 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:**	**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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/24/2011 **Course-Level SLO Status:** Active	**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.		
	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 192D - 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. **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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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 192D - 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)) **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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/09/2015 - 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 roleplaying 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
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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 grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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:** 80% of Students will pass the course with a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - 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
		Result: Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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.

Department - Japanese (JAPN) - JAPN 25A
- ADVANCED COMPOSITION & READING I
- SLO 2 - language usage - Demonstrate
further competency in understanding correct
language usage in different writing styles.
Also demonstrate higher control of
appropriate vocabulary, styles, and
syntactical structures in writing. (Created By
Department - Japanese (JAPN))

Course-Level SLO Status:
Active

Department - Japanese (JAPN) - JAPN 25A

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- ADVANCED COMPOSITION & READING I - SLO 1 - Reading current materials on culture and issues - Appreciate of human life and current trend by reading and analyzing reading materials on Japanese culture and current issues. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 25B - ADVANCED COMPOSITION & READING II - SLO 1 - Nuance and style - Interpret and distinguish subtle nuances and style differences in a wide range of reading materials. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 25B - ADVANCED COMPOSITION & READING II - SLO 2 - confidence in writing - Demonstrate higher control of appropriate vocabulary, styles, and syntactical structures. Also demonstrate more confidence and ability to use correct language and styles for different types of writing. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 3 - ELEMENTARY JAPANESE III - SLO 1 - construction of statements - Construct conditional statements and suppositions. State and support one's opinions. Analyze different aspects of human life and construct comparative/superlative statements. (Created By Department - Japanese (JAPN))	**Assessment Method:** Students will write short summaries and essays, and report them in class. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will receive a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning.
			04/29/2015 - 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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:**	10/09/2015 - 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
	Target for Success: 80% of students will receive a grade of C or higher.	2014-2015 **Resource Request:** Tutorial Budget.	context-bases activities and roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning. 04/29/2015 - 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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher.	**Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning. 04/29/2015 - 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: Oral presentations. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will receive a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning.
			04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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. ―――――――――――――――
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning. ――――――――――――――― 04/29/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Students will analyze the given topics/subject matters and discuss in class. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade of C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning. _____ 04/29/2015 - 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
			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.	04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning. ——————————————— 04/29/2015 - 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.	10/09/2015 - More than 80% of students have	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Presentation/Performance **Target for Success:** 80% of tudents will receive a grade of C or higher.	passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning.
			04/29/2015 - 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 33 - INTRODUCTION TO JAPANESE CULTURE - SLO 1 - cultural contrast - Contrast concepts and behavior of Japanese culture with comparable aspects of American or Western concepts and behavior. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 33 - INTRODUCTION TO JAPANESE CULTURE - SLO 2 - Zen and Confucian concepts - Analyze textual examples of the manifestation of Zen and Confucian concepts. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 35 - SURVEY OF CONTEMPORARY JAPANESE CULTURE - SLO 1 - Identifying ssues facing contemporary Japan. - Identify issues facing contemporary Japan, such as gender gaps, low birth rate, aging society and financial problems. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 35 - SURVEY OF CONTEMPORARY JAPANESE CULTURE - SLO 2 - Contemporary art, literature and films - Analyze and compare contemporary art,			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
literature and films in Japan and in the rest of the world. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 4 - INTERMEDIATE JAPANESE I - SLO 1 - sociolinguistic speech - Demonstrate knowledge of correct language in appropriate situations, i.e., differentiate socio -linguistic features of speech, such as in-group/out-group, intimate/distal, feminine and masculine languages. (Created By 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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: 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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. **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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial budget.	04/29/2015 - 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 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 90% of students passed with a grade C or higher in Winter 2012. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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.
		04/29/2015 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	04/29/2015 - 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 53 - MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS - SLO 1 - sociolinguistic speech - Differentiate socio-linguistic features of speech, such as honorifics (respectful and humble forms), ?uchi? vs. ?soto? (in-group/out-group), male/female speech styles, and formal/informal styles. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 53 - MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS - SLO 2 - application of language and cultural skills - Apply appropriate language and cultural skills in order to be at ease when discussing various topics related to business. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 6 - INTERMEDIATE JAPANESE III - SLO 1 - intermediate language usage - Demonstrate further competency in correct language usage in different socio-linguistic features of speech, e.g., honorifics, intimate/distal, formal/informal, feminine and masculine languages. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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: Final presentation using PowerPoint. Topics may include Japanese history, customs and traditions, geography and demographics, etc. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to receive a grade of C or higher on final presentations.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Kanji quizzes and lesson tests, including vocabulary, grammar and listening tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.		
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Cultural report based on students own observation, research and analysis. **Assessment Method Type:** Research Paper **Target for Success:** 80% of students will receive a grade of C or higher on their research paper.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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 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	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	student's cultural report.		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: Classroom discussions on various topics, including current social issues. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade or C or higher.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying 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 testing activities. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 roleplaying activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
Department - Japanese (JAPN) - JAPN 63 - JAPANESE BUSINESS CULTURE & ETIQUETTE - SLO 1 - sociolinguistic speech - Differentiate socio-linguistic features of speech, such as honorifics (respectful and humble forms), ?uchi? vs. ?soto? (in-group/out-group), male/female speech styles, and formal/informal styles. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 63 - JAPANESE BUSINESS CULTURE & ETIQUETTE - SLO 2 - application of language and cultural skills - Apply appropriate language and cultural skills in order to be at ease when discussing various topics related to business. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			

Unit Assessment Report - Four Column

Foothill College

Program (LA-JAPN) - Japanese AA

Primary Core Mission: Transfer
Secondary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)	10/09/2015 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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 Type: Exam - Course Test/Quiz **Target:** 80% of students will master this PL-SLO.		
	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.	10/09/2015 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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.	10/09/2015 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2015. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	10/09/2015 - 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