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.

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*

List all programs covered by this review and indicate the program type:

Japanese AA Degree	☐ Certificate ☒ AA / AS ☐ AD-T ☐ Pathway
	☐ Certificate ☐ AA / AS ☐ AD-T ☐ Pathway
	☐ Certificate ☐ AA / AS ☐ AD-T ☐ Pathway
	☐ Certificate ☐ AA / AS ☐ AD-T ☐ Pathway
	☐ Certificate ☐ AA / AS ☐ AD-T ☐ Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
Japanese AA degree	1	5	8

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	488	656	677
Productivity	383	426	392
Course Success	402 82%	555 85%	560 83%
Full-Time Load (FTEF)	0.0	1.0	1.0
Part-Time Load (FTEF)	1.9	1.1	1.4

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☐	☒	☐	☐	☐	☒
Asian	☐	☒	☐	☒	☐	☐
Filipino	☐	☒	☐	☒	☐	☐
Latino/a	☐	☒	☐	☐	☐	☒
Native American	☐	☒	☐	☒	☐	☐
Pacific Islander	☐	☒	☐	☐	☒	☐
White	☐	☒	☐	☒	☐	☐
Decline to State	☐	☒	☐	☒	☐	☐

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:	☒ Above Level	☐ At Level	☐ Below Level
Female:	☒ Above Level	☐ At Level	☐ Below Level
<25 Years Old:	☒ Above Level	☐ At Level	☐ Below Level
>25 Years Old:	☒ Above Level	☐ At Level	☐ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

One problem we are facing is that the Language Resource Center has no Japanese-language resources.

So we need to depend on volunteer tutors. We train students and local community members to become volunteer tutors, and offer a strong support system to our students. However, Latino and African-American students are still underperforming. Although our overall success rate is high, Lationo and African American students have low success rates. We have been recruiting local Japanese

volunteer tutors and assigning them to weaker students. However, it will still take some time to fill in the gaps.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Typically, evening courses get low enrollment. We are advertising via social media and club activities to attract more students.   Also the instructor who is in charge of the evening courses are visiting day-time courses and Japan-related club activities to advertise the evening program..

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☒ Steady/No Change ☐ Decrease
Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

The productivity in our foreign language programs is lower than the college goal due to the seat counts and the nature of our discipline itself. We can't have too many students in our foreign language courses, especially in the conversation courses, because of the pedagogical reasons. The Japanese Program's productivity has some fluctuations, but usually hovers around 400. The fluctuations are mainly caused by the uneven enrollment among different sections.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

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

Although our productivity is always below the college target, it is because of the nature of our discipline itself. Our objective of offering a commucative and interactive foreign language instruction is incompatible with the college productvity goal of 535.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.
Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

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

We offer various extra-curricular activities and strong tutorial support by trained volunteer tutors. Considering the number of students and course offerings, our completion rate of the AA degree is much higher than English or Spanish Programs. We issue AA degrees every year. Our Tutor Training Program has been in effect for more than two decades, and is very well known among the Japanese community and institutions in the Bay Area. We have placed our tutors in various local schools and institutions.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☒ Department Meetings ☒ Opening Day ☒ Online Discussions ☒ Other: Lunch meetings off-campus

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

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

We believe our CL-SLOs have been working well, considering our high course completion rates. Therefore, no significant changes have been made to our CL-SLOs.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Although the Japanese Program has a fewer faculty members and course offerings, our success level and the completion rate (AA degrees) are comparatively high compared with English or Spanish. The Japanese Program assessments indicates that our existing PL-SLOs are met at a very high rate (90+%) at the exit level (JAPN 6). We should maintain this curriculum and the PL-SLOs as our main track.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

We train students and local community members to become volunteer tutors, and offer a strong support system to our students.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Develop short in-class cultural activities, utilizing the JCC's resources.	Year: 2016	☐ Completed	☒ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The JCC building and equipments are getting old and malfunctioning. Despite repeated work order requests, the heater is still broken at the JCC. Some of the outlets have not been working. The wooden chairs are getting old and some are broken. We also need to replace chair cushions. The refrigerator is also broken, which is inconvenient for offering extra curricular and cultural activities, such as cooking

workshops and tea ceremony demonstrations.

Please provide rationale behind any objectives that are no longer a priority for the program.

N/A

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do <u>not</u> list resource requests in this section.

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 to help retain student enrollment.	Ongoing	Enrollment and success rates

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) <u>website</u> for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.
☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. 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. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Refrigerator	$600 and above?		☐	☐	☐	☒
New wooden chairs or repair them. New chair cushions.	$1,000 and above		☐	☐	☐	☒
Trustworthy heating system	???		☐	☐	☐	☒
New electrical wiring and	???		☐	☐	☐	☒

outlets						
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

N/A

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
None	

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The JAPN program completion rate at JAPN 6 is very high (above 90%). We also issue more AA degrees in Japanese than English or Spanish. At the end of the two-year program, the students are able to achieve the targeted level of proficiency or higher, and many students come back every year as volunteer tutors. We are not only teaching Japanese language and culture to our students, we are building a truly effective learning community. 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 had our second annual Anime convention, and we had 500+ participants. Our Japanese Culture Club has weekly meetings involving language exchanges. We plan various on and off campus event on a regular basis. The Japanese Culture Center offers annual events such as Tea Ceremony demonstrations, calligraphy workshops, Japanese paper craft workshops, etc. At Foothill College we have the Tana Scholarship. The $1,000 award is given every year to a student

who has contributed to understanding of Japanese culture.

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.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 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.

5B. Attach 2015-2016 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 6: FEEDBACK AND FOLLOW-UP

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

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Japanese program continues to add distinction to the Language Arts division. We have one of the few AA degrees in Japanese in the Bay Area if not the state. The faculty remain committed to student success and to enhancing the cultural diversity of the college. We are fortunate to have sucha vibrant program at the college and I commend the faculty for their hard work and dedication.

6B. Areas of concern, if any:

Enrollments have begun to slip this academic year with drops in both the fall and winter enrollments. This is a reversal of the increasing demand for the courses in this program over the last few years. I also was not aware of the poor shape of the Japanese cultural center. This is something that needs to be addresssed.

6C. Recommendations for improvement:

I want to encourage the program faculty to work with marketing to see how we could better advertise our Japanese program. I will also work with the faculty to see what can be done about the JCC and how we can make some needed repairs.

6D. Recommended Next Steps:
      ☒ Proceed as Planned on Program Review Schedule
      ☐ Further Review / Out-of-Cycle In-Depth Review

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

I agree with the Dean, the program continues to add distinction to the college. The department should be commended for its work on learning outcomes and work examining the needs of its students.

6F. Areas of concern, if any:

It is interesting to note that there are more degrees in Japanese than Spanish. The department will need to continue its work to attract students to the program at a time when the national trend is that

many students are turning away from learning new languages.

6G. Recommendations for improvement:

I agree that the department should continue to explore new curriculum. The department might also consider ways to partner with the International Student Office.

6H. Recommended Next Steps:

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

Upon completion of Section 6, 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.

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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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

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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget. **GE/IL-SLO Reflection:** The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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

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.
	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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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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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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.
	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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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: In-class discussions, small group practice, pair works: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/30/2016 - More than 80% of students received C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.	09/30/2016 - The use of native 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 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget. **GE/IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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. 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget. **GE/IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	09/30/2016 - The use of native 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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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 13B - INTERMEDIATE CONVERSATION II - SLO 1 - Understanding native speakers - Interpret speech of native speakers on a wide range of topics at a normal rate of speech. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher.	

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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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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	09/30/2016 - 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
	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 Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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
Department - Japanese (JAPN) - JAPN 13B - INTERMEDIATE CONVERSATION II - SLO 2 - historical and cultural differences - Analyzes historical and cultural differences. Talk intelligently and accurately about a wide range of topics related to daily life. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - 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
	Assessment Method Type: Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	**Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget. **GE/IL-SLO Reflection:** The students' progress levels are quite different within the same class. It's important to create more effective supporting systems inside and outside the classroom. However, in general the students have achieved the expected level of proficiency in all the skills.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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	09/30/2016 - 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
	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.	**Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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	09/30/2016 - 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
	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:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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
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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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
		09/16/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.
		09/14/2014 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	12/04/2016 - The use of native 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.
			06/09/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
	Assessment Method: Students will interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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

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.
	Assessment Method: Students will do oral presentations on various topics related to current and historical issues involving Japan. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		10/09/2015 - 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.
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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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.
	Assessment Method: Students will analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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
	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: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met	10/09/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015 **Resource Request:** Tutorial Budget.	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:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of the students successfully passed the course. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native 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.
			06/09/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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 1 - cultural messages and socio-linguistic features - Apply advanced skills in expressing cultural messages, and use in an appropriate manner: male/female speech, formal/informal styles, and honorifics (including in-group/out-group terms). (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native 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.
			10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native 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
	grade of C or higher.		very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:**	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:**	09/30/2016 - 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
	80% of Students will pass the course with a grade of C or higher.	2015-2016 **Resource Request:** Tutorial budget.	context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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	09/30/2016 - 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
	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.	**Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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

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 14B - ADVANCED CONVERSATION II - SLO 2 - Historical and cultural analysis - Analyze historical and cultural differences in depth. Apply appropriate language and cultural skills in order to be at ease when discussing any topic in both formal and informal manner. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do research and comparative analysis on various topics related to current and historical issues in Japan and other countries. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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 analyze and discuss various topics using the appropriate languages depending on the situation. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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
		2014-2015 **Resource Request:** Tutorial Budget. **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.
	Assessment Method: Aural/oral tests and the final exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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 interview native speakers of Japanese using appropriate language and styles. **Assessment Method Type:** Interviews/Focus Groups **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **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 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.	09/30/2016 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			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.	09/30/2016 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - 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	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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	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.	09/30/2016 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - 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	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
		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.	09/30/2016 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - 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 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	09/30/2016 - 100% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - 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 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.
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:**	**Assessment Method:** Students will conduct a case study and analysis based on their actual classroom experience. **Assessment Method Type:** Case Study/Analysis **Target for Success:**	10/14/2011 - 100% of students received C or higher in Spring 2011. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	10/14/2011 - This program has been the best asset in the Foothill Japanese Program over the past two decades. It invites community involvements (most of the Japanese tutors are community members) and

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

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 techniques - Demonstrate effective reporting techniques. (Created By Department - Japanese (JAPN)) **Start Date:** 04/04/2011 **End Date:**	**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
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 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:** 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		

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.		
	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. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to present relevant opinions and actively participate in		

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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: Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 2. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.
Department - Japanese (JAPN) - JAPN 2 - ELEMENTARY JAPANESE II - SLO 2 - Narrate and describe using proper styles. - Describe people and things, and express likes/dislikes. Narrate using more complex structures and paragraphs. Distinguish formal and informal styles. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will do oral presentations on the topics related to daily familiar topics covered in JAPN 2. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of Students will pass the course with a grade of C or higher.	09/30/2016 - 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.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:**	09/30/2016 - 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.	2015-2016 **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	09/30/2016 - 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:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 presentations are appropriate.
	Assessment Method: Students will analyze the given topics/subject matters and discuss in class. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade of C or higher.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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:**	04/29/2015 - Recruit more in-class tutors to facilitate individualized instruction and learning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of tudents will receive a grade of C or higher.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 - 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.
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
concepts. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			
Department - Japanese (JAPN) - JAPN 35 - SURVEY OF CONTEMPORARY JAPANESE CULTURE - SLO 1 - Identifying issues 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, 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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

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.
		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: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	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 on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.
Department - Japanese (JAPN) - JAPN 4 - INTERMEDIATE JAPANESE I - SLO 2 - idiomatic expressions - Construct sentences using idiomatic expressions on various topics beyond daily needs. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 use of native 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: Quizzes and lesson tests, including vocabulary, grammar and listening tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.
Department - Japanese (JAPN) - JAPN 5 - INTERMEDIATE JAPANESE II - SLO 1- Sociolinguistic feature differentiation - Perform with more acceptable ability in differentiating socio-linguistic features of speech. Sustain more lengthy conversations, discussing topics beyond basic needs. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 use of native 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: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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.	

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 use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 use of native 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.
Department - Japanese (JAPN) - JAPN 5 - INTERMEDIATE JAPANESE II - SLO 2- Sentence construction - Construct sentences using more complex structures and noun modifier clauses. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	**Assessment Method:** Classroom discussions on various topics related to Japanese history, society, customs and manners, etc. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will be able to sustain conversations with only minor errors, if any.	09/30/2016 - 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.	09/30/2016 - The use of native 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 use of native 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: Quizzes and lesson tests, including vocabulary, grammar and listening tests. Final Exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 use of native 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 on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 use of native 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.
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	Assessment Method: Final presentation using PowerPoint. Topics may include Japanese history, customs and traditions, geography and demographics, etc. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to receive a grade of C or higher on final presentations.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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: Kanji quizzes and lesson tests, including vocabulary, grammar and listening tests. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of C or higher on the quizzes and tests.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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:** 2013-2014	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
		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: Oral presentations on various topics based on the comparative analysis (for example the U.S. vs Japan, Past vs Now). **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will be able to present his or her own ideas in Japanese with only minor errors, if any.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
			09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		10/09/2015 - More than 80% of students have passed the course with a grade of C or higher. **Result:**	10/09/2015 - The use of native speaker tutors in class seemed very helpful in giving the students an

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Tutorial Budget.	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: 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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	**Assessment Method:** Cultural report on various topics involving Japanese history, society, and current	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:**	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
unpredictable conversations. State and support one's opinions. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active	issues. **Assessment Method Type:** Class/Lab Project **Target for Success:** 80% of students will be able to engage in analytical discussions based on each student's cultural report.	Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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: Classroom discussions on various topics, including current social issues. **Assessment Method Type:** Discussion/Participation **Target for Success:** 80% of students will receive a grade or C or higher.	09/30/2016 - More than 80% of students passed the course with a C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial budget.	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate. 09/16/2014 - Recruit more in-class tutors to facilitate individualized instruction and learning.
		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: 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.	09/30/2016 - More than 80% of students have passed the course with a grade of C or higher. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Tutorial Budget.	09/30/2016 - The use of native 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 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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
order to be at ease when discussing various topics related to business. (Created By Department - Japanese (JAPN)) **Course-Level SLO Status:** Active			

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)	09/30/2016 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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.	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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			practice. Quizzes, tests and oral presentations are appropriate.
		09/16/2014 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		08/30/2013 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2013. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Tutorial Budget.	10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning. 10/04/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the program is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
	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. 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)	09/30/2016 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native 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: Discussion/Participation **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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		09/16/2014 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		08/30/2013 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2013. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Tutorial Budget.	08/30/2013 - Recruit more in-class tutors to facilitate individualized instruction and learning. 08/30/2013 - The use of native 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

PL-SLOs	Means of Assessment & Target / 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.
Program (LA-JAPN) - Japanese AA - 2 - The student will, by presenting research, demonstrate knowledge of Japanese society, culture, history, religion, literature, geography, philosophy and politics. **Start Date:** 12/01/2011 **SLO Status:** Active	**Assessment Method:** Final PowerPoint presentation on any topic related to Japanese society, culture, history, religion, literature, geography, philosophy, politics, economy, etc. At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty) * Japanese AA degree is a 2-year program. Therefore the complete assessment will take two years. Baseline: Fall 2012: During JAPN 1 (Assessed by Japanese Faculty) Intermediate: Fall 2013: During JAPN 4 (Assessed by Japanese Faculty) At completion: Upon completion of ALL core courses at the end of Spring 2014 (in JAPN 6) (Assessed by Japanese Faculty) **Assessment Method Type:** Presentation/Performance **Target:** 80% of students will master this PL-SLO.	09/30/2016 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2016. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	09/30/2016 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		10/09/2015 - 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

PL-SLOs	Means of Assessment & Target / 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.
		09/16/2014 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2014. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Tutorial budget.	09/16/2014 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful. So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice. Quizzes, tests and oral presentations are appropriate.
		08/30/2013 - More than 80% of the students in JAPN 6 passed the course and completed the program in Spring 2013. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Tutorial Budget.	10/04/2012 - Recruit more in-class tutors to facilitate individualized instruction and learning. 10/04/2012 - The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different cultures and customs. Using context-bases activities and role-playing activities were also very helpful. The students did excellent

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			PowerPoint presentations. We need to recruit more native volunteer tutors who can assist us in class. Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors to discuss various aspects of Japanese philosophy, literature, history, etc.is essential.