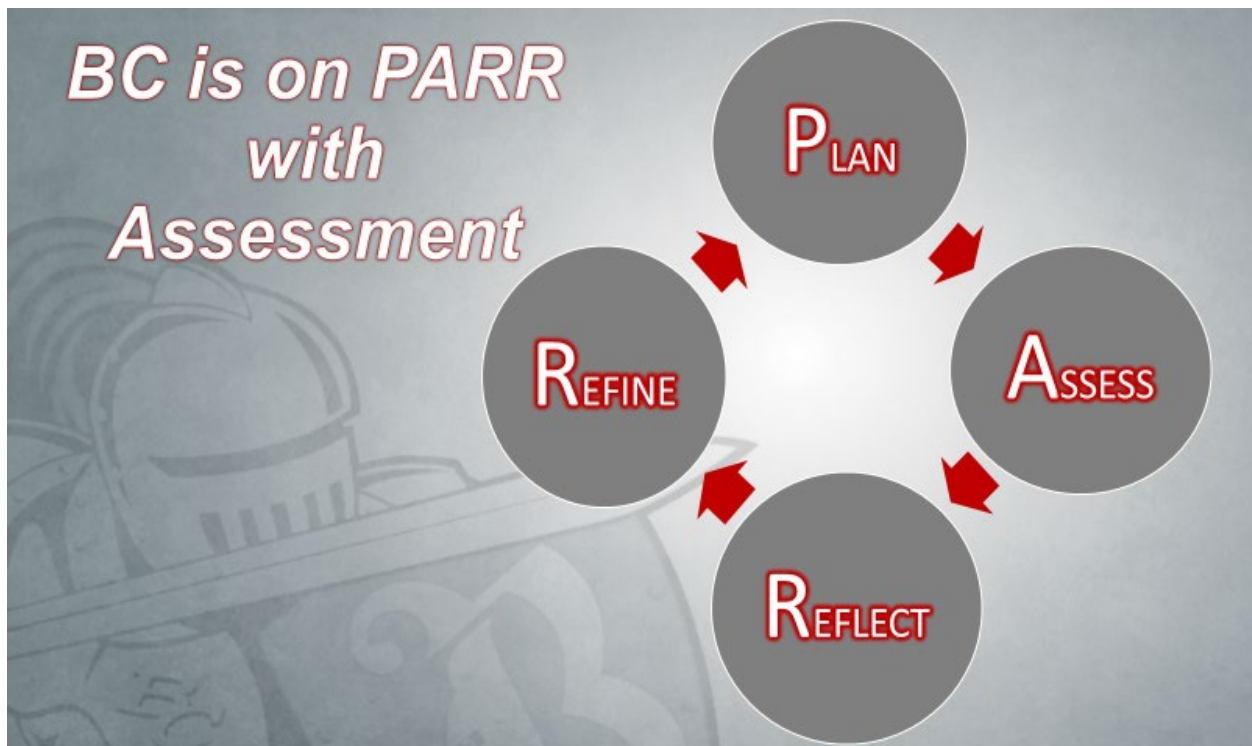


## Program Review – Assessment Report Instructions



### Instructions:

1. In eLumen, the department chair (utilizing the Report Creator role), or the Assessment Committee representative, over the program needs to generate the report titled "SLO Performance - By Department, Course, CSLO". The report should be generated for each required course and elective listed in the program (e.g., if a math course is part of the psychology program, then the above report should be pulled for both mathematics and psychology courses). When running the report be sure to include fall, spring, and summer terms for the prior academic year. See handout "eLumen Training for Department Chairs" on the Academic Technology webpage for more detailed instructions: [www.bakersfieldcollege.edu/academic-technology/elumen-assessment](http://www.bakersfieldcollege.edu/academic-technology/elumen-assessment)
2. Assessment Table - Column 1: list each required course and elective for the program.
3. Assessment Table - Columns 2 – 6: At the end of each course in the above report, there is a table titled "Totals for CSLOs" that contains the data necessary to complete the Assessment Table. Be sure that all rows that contain data total to 100% for Column 6.
4. Complete one Assessment Report per program and return the completed form(s) to the Program Review Committee. Write your responses in the textbox, the textbox will expand as needed.

## Program Review – Assessment Report

**Name of Program:**

Foreign Language - JAPANESE

**Plan** – Describe the process used to assess the courses for this program.

<p>JAPN B2 – SLO 1 One-on-one interview with an instructor on the Final exam. Students had to answer the questions in Japanese verbally.</p>
<p>JAPN B2 – SLO 2 Reading comprehension questions (multiple choice) on Final exam. Students read Japanese sentences mixture of Hiragana, Katakana and limited Kanji characters.</p>
<p>JAPN B2 – SLO 3 Writing assignment in class. Students wrote paragraphs about one of the topics we gave.</p>
<p>JAPN B2 – SLO 4 Listening comprehension question (multiple choice) on Final exam. Students listened to dialogues and answered the questions.</p>
<p>JAPN B2 – SLO 5 Students presented a topic related to the Japanese culture, then we had students have a discussion and Q&amp;As about the topics that the other students presented.</p>

**Assess** – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
JAPN B2 SLO 1 Talking	37.5% (6)	31.25% (5)	6.25% (1)	25% (4)	100% (16)
JAPN B2 SLO 2 Reading	62.5% (10)	18.75% (3)	18.75% (3)	0% (0)	100% (16)
JAPN B2 SLO 3 Writing	56.25% (9)	25% (4)	18.75% (3)	0% (0)	100% (16)
JAPN B2 SLO 4 Listening	43.75% (7)	43.75% (7)	12.5% (2)	0% (0)	100% (16)
JAPN B2 SLO 5 Culture	81.25% (13)	18.75% (3)	0% (0)	0% (0)	100% (16)

**Reflect** – Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.

**Strength**

Over all, over 70% of students passed the expectation for each SLO. As you can see from the data, Talking and listening SLOs are very successful due to in class and at home activities while reading and writing are more individual work.

**Weakness**

Reading and writing SLOs are weaker than other SLOs. Compared to JAPN B1, these SLOs are more difficult to meet since kanji characters are introduced. We do not have much time to explain kanji in class; therefore, some students are struggling. We need to create a different approach to introduce kanji more effectively.

SLO 1 - It went better than expected. Students were all prepared. Some students did not show for the assessment. The only student who did not pass was due to poor attendance.

SLO 2 - We went over the new characters in class, and gave lots of practice assignments to read and write at home.

SLO 3 - We gave many worksheets to practice writing words and sentences. I often had students come up and write sentences on the board. Students did peer grading by reviewing what they wrote on the board.

SLO 4 - We practiced listening comprehension from the workbook. Students practiced understanding instructions during the class. I asked many questions that used the words they already knew as we went over new vocabulary.

SLO 5 - Students presented a topic relating to the Japanese culture. Students had a discussion and Q&As about the topics other students presented. We also practiced gestures and non-verbal cues as we learned new expressions.

**Refine** – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

SLO 1 - We could make more challenging questions to elicit a larger range from shorter to longer responses. We could offer more assessment dates so that all enrolled students have the opportunity to take the assessment.

SLO 2 - We could give more reading assignments possibly using more real materials from the Internet and magazines.

SLO 3 - We could have them keep a journal in Japanese. This would get them in writing Japanese every day.

SLO 4 - We could find other Japanese people and bring in as guests. Thus, students can hear other people's Japanese and get to hear different idiolects and types of voices.

SLO 5 – We could introduce one or two more traditional cultural events. The textbook introduces kabuki theater, which I can introduce more about. In addition, other interesting performing styles such as bunraku may be interesting.

**Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

We have only two adjunct faculty and do not have program yet; therefore, we do not have physical meetings. However, we contact each other by email.