

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Foreign Language
Program:	Japanese
Submitter:	Yuki Takeuchi
Date Submitted:	

A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Japanese is not presently a program - thus there are no PLOs. There are SLOs for every approved cla

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B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

* Assessments over the last 3 years demonstrate the difficulty of listening and writing for students in a non latin/german based language. We plan to contribute additional time and work to help students achieve more successful outcomes.

*Students will be encouraged to practice more outside of class as well as to take advantage of Supplementary Instruction classes as well as the joining with the Japanese Club.

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Since we do not have a program, we do not have program learning outcomes.

Our courses have been mapped and align with the first 3 ILOs. We do not align with the fourth ILO because we have no way to assess engagement in the community, nation and world. Knowledge of the Japanese language and culture prepares our students to be able to engage productively at all levels but assessment of this is more aspirational.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

See section C.

E. How do you engage in collegial dialog about student learning outcomes?

Before assessment, we communicate about the assessment instrument and agree on and when to use it. After the assessment, we gather the information and discuss the implications. Until this year, there has been only 2 instructors in Japanese. Because of this, we have been involved in dialog with our Chair and with other language colleagues. This has helped in assessing and implementing changes in instruction and assessment.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

This is our first program review.