

# Course Assessment– Part B: Your Results & Analysis

#62

Your Email \*

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JPN 101 First Year Japanese – First Term – Birkett

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

Oral interviews; small group interactions; exam (listening section; multiple choices; short-answers; long answers); simple Q & A in various settings; individual reading and writing; Japanese word-processing; answering with Japanese word-processing; presentations etc.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Apply basic cultural understandings and recognize cultural values when interacting with native speakers of Japanese and authentic texts.

a) 90% of the students score above 80% on oral interviews.

## Outcome #1 \*

% of students who successfully achieved the outcome: \*

92% of the students score above 85% on oral interviews.

## Outcome #2 \*

% of students who successfully achieved the outcome: \*

Exchange basic greetings and communicate in predictable settings with appropriate vocabulary:

b) 90% of the students score above 80% on the section of the exam related to greetings and vocabulary.

## Outcome #3 \*

% of students who successfully achieved the outcome: \*

Use an understanding of basic Japanese syntactic system to read and compose simple colloquial Japanese texts in Japanese Kana syllabaries

c) 80% of the students can interact with their classmates in the target language without major difficulties.

80% of the students can interact with their classmates in the target language without major difficulties. However, two students had some difficulties due to absences from illness, which made it harder for them to catch up with the rest since interactions

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

There were a combination of bad flu and weather-related closures in succession at the midpoint of the course. Those who were affected had a harder time to catch up with the rest of the class. Because the class was taught in an immersion-style, absences decreased the exposure to the authentic interactions in the target language.

The instructor and classmates did gave the students who had missed classes extra tutoring and practices, which did help. In addition, during the school closures or absences, Moodle helped the class; however, a couple of

students needed more hands-on instructions on how to use Japanese word-processing and how to turn in assignments online as attachments. Despite Moodle tutorials, they had problem understanding basic instructions.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)?  
\*

Japanese word-processing and basic Moodle instructions need to be taught consistently since some students respond better with hands-on, face-to-face instructions.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

More computer lab time and basic Moodle instructions at the beginning of the course.

No budget implications.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Due to a variety of assessment tools and samples, it was accurate to assess language proficiency of the students. Through individual and collaborative interactions, the instructor has enough time to assess each student's progress from different angles.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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