

Course Assessment– Part B: Your Results & Analysis

#364

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

Part B: Your Results

DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Final improvisation play is used to examine students' oral communication skills in semi-predicable settings. Three out of four students could express themselves in contexts they learned from this term well.

Final written exam is used to check their reading and writing skills. Two out of four students could understand almost everything on the exam. The other two struggled reading but they both could type okay when giving more time.

Three of them could interact with Taiwanese language exchange partners well through videos and handwritten letters. The other two of them could orally express themselves and type well but fail on handwriting the letters.

Outcome #1 *	Exchange basic greetings and communicate in semi-predicable settings with appropriate vocabulary and etiquettes.
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% of students who successfully achieved the outcome (C or above) *	100%
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Outcome #2 *	Use the understanding of basic Chinese syntactic system to read and compose colloquial Chinese texts in Chinese characters.
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% of students who successfully achieved the outcome (C or above) *	75%
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Outcome #3 *	Apply their understanding of Chinese to interact with native Chinese speakers.
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% of students who successfully achieved the outcome (C or above) *	50%
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ANALYSIS	The level of completion of the assignments is major. Students who missed more classes didn't speak as well as others.
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3. What contributed to student success and/or lack of success? *

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *	They self-assess pretty well.
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5. Did student achievement of outcomes	Only half of the students meet my expectations.
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meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

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

Some of them struggled with their time management to complete assignments which led to lower reading skills than expected. I will create more variety of assignments and spend more time during classes on preparing them for their take-home assignments.

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

ChengTsui Web App™ will be a great help to ease the stress of reading Chinese at home with the digital interactive learning platform. It's \$69.99 for 6 months subscription.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

There's no previous assessment of this course.

9. Describe how you explain information about course outcomes and their relevance to your students.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

I connected them with native Chinese speakers through different forms of communication such as exchanging videos & letters. I encouraged students to ask further cultural questions through the responses from their language exchange partners. During group practices in classes, students need to come up with appropriate conversations in various designated daily life situations.

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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